

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

Cunningham-powellL@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Louretta Cunningham-Powell
Consultant
Office of Education Improvement & Innovation
OR

Anne Hansen
Consultant
Office of Education Improvement & Innovation

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EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

| Exemplar | Total Points Possible |
|--|------------------------------|
| 1. Description of comprehensive improvement services | 25 |
| 2. Use of scientific educational research | 15 |
| 3. Job embedded professional development | 15 |
| 4. Experience with state and federal requirements | 15 |
| 5. Sustainability Plan | 15 |
| 6. Staff Qualifications | 15 |
| Total Points Possible | 100 |
| Minimum Points Required for Approval | 70 |

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

| | | |
|-----------|-----------|--|
| Section 1 | 15 points | |
| Section 2 | 10 points | |
| Section 3 | 10 points | |
| Section 4 | 10 points | |
| Section 5 | 10 points | |
| Section 6 | 10 points | Section 6 must be completed by all applicants. |

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

| | | | |
|--|--|---|---------------------|
| 1. Federal EIN, Tax ID or Social Security Number | | 2. Legal Name of Entity | |
| 45-5045849 | | Capitol Advisors & Consulting Services | |
| 3. Name of Entity as you would like it to appear on the Approved List | | | |
| Capitol Advisors & Consulting Services | | | |
| 4. Entity Type: | | 5. Check the category that best describes your entity: | |
| <input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit | | <input type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input checked="" type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____ | |
| 6. Applicant Contact Information | | | |
| Name of Contact Dorothy Hutcheson | | Phone 804 840 3947 | Fax 804-454-0039 |
| Street Address 10925 Summer Arbor Lane | | City Chester | State VA |
| E-Mail cacs.dh@gmail.com | | Zip 23831 | |
| | | Website dorothyhutcheson.com | |
| 7. Local Contact Information (if different than information listed above) | | | |
| Name of Contact | | Phone | Fax |
| Street Address | | City | State Zip |
| E-Mail | | Website | |
| 8. Service Area | | | |
| List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. | | | |
| x <input type="checkbox"/> Statewide | | | |
| Intermediate School District(s): | | Name(s) of District(s): | |

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Capitol Advisor & Consulting Services (CACS) has provided services to schools in improvement in Chicago, Virginia, and North Carolina. CACS has provided Title I funded services to High Priority Schools in the Alexandria County School District (Virginia), in partnership with Jefferson Hueston Elementary School. Jefferson Hueston improved in three areas. CACS provided Title I funded services to Louisa County District Schools (Virginia) from 2009-2011. Serving one school in the district in 2009, which achieved full accreditation and met AYP, the district employed CACS for services to the two remaining elementary schools in the district. Two out of the three elementary schools met state accreditation and AYP rating. CACS provided Title I funded services to King George School District (Virginia) 2009-2011. CACS serviced two schools the first year. Both schools meet state accreditation and one met AYP rating. In 2011, CACS was requested to provide services to the third elementary school in the district. All three schools met full accreditation and two school met AYP rating. CACS has provided consulting services for the Virginia Department of Education, serving in the capacities as a state monitor, PASS Coach and state facilitator for SIG schools, serving the districts of Hopewell, Brunswick, Louisa, Colonial Beach. All four schools met state accreditation. CACS provided Title I funded services to the Hertford County School District in North Carolina (2007-2008) serving Riverview Elementary. After one year of service, CACS was requested to provide another year of service. Riverview Elementary made substantial improvements in all content areas the second year of service, achieving the first gain in scores in five years. The senior consultant is currently providing consulting services through Teachscape to four Detroit schools. One of the schools served (Dixon Learning Academy) is recognized by the state for its improved growth in the area of student achievement. The senior consultant for CACS has been contracted by Teachscape to service a number of the Detroit schools in the last three years (Dixon Learning Academy, Hutcheson Elementary-Middle, White Elementary-Middle, Schulze Elementary-Middle, Parker Elementary-Middle, Burns Elementary-Middle, Law Elementary-Middle, and Brewer Elementary-Middle).

CACS service model for these schools has been to work in partnership with the schools and school district to establish a core set of services for each school. CACS has utilized a comprehensive needs assessment in order to provide customized services based on the needs of the school and the culture of the school. CACS services are based on five modules: Restructuring, Leadership Coaching, Preparing to Lead, Curriculum Alignment – Instructional Resources – Assessment and Data Analysis and Inquiry. The CACS modules, based on the needs of the schools, school leaders and teachers are provided job-embedded professional development in the areas of supervision of instruction, formal and informal observations, teacher feedback, documentation, effectively utilizing present system of teacher evaluation, instructional best-practices based on research-based findings, effective teacher-practices, building sustained leadership and teacher capacity and instructional based decision-making based on data. CACS instructional and leadership services are known as ‘side-by-side.’ We work along with the school leaders and teachers to “move to more excellence” in total school operations. Side-by-side serves provides professional coaching services on an individual basis to support school leaders and teachers. Professional development is followed by side-by-side support to monitor and assist with the implementation practices after job-embedded professional development. Support is provided by experts in the field of school leadership and instructional matters (content/instructional

practices/classroom management/school restructuring and operations/instructional and leadership coaching). CACS services engulf implementation, monitoring, evaluating progresses based on the school's improvement plans. CACS will employ the same method of progress with Michigan schools.

SUPPORT SYSTEM PROVIDED TO SCHOOLS

In order to assure sustainability of services, CACS will utilize research-based modules to assist teachers and leaders to achieve and sustain measurable growth in school leadership and student outcomes. The provisions of job-embedded professional development accompanied by side-by-side coaching for teachers and leaders will assist in developing and sustaining skills in data analysis to understand student needs, defining needs of students and establishing and using resources to meet student needs, building of collaboration among teachers and development and support of instructional leadership teams.

CACS will conduct a comprehensive needs assessment for the school that will focus on student achievement data, classroom observation data, district interviews, school, parents and stakeholder interviews. CACS will frequently examine and analyze school performance data in order to assist the school in uncovering the cause of low performance. The process of data inquiry will be utilized in order to assist school leaders and teachers in developing a laser focus on student mastery. Providing assistance to teachers will be paramount in identifying and implementing research-based instructional strategies. Teachers will be afforded the opportunity to become skilled in developing a school culture that is data-driven. The process of continuous school improvement will build around the knowledge of gathering data, data inquiry, effective leadership in the arena of change agents, moving students in the process of understanding individual growth data and teachers understanding the procedures and processes of pre-post assessments; common assessments; and formative and summative assessments. CACS will assist school leaders in structuring school operations with the concentration on school instructional leadership which will aide the support and sustainability of continuous school improvement. The process will employ the need for rigorous and relevant instructional practices in the area of teaching all contents. CACS will assist in developing a school culture that will be an arena of training and monitored growth in the area of school leadership. Emphasis will be placed on structured school operations (preparation of pre-week activities/trainings, daily operations – supervision of instruction, recognition of teachers and students, involvement of parents and stakeholders, facility appearance, classroom norms and operations, classroom management, and rigorous and relevant standard-focused instructional planning of daily lessons). Instructional leaders will be provided training in establishing school wide classroom instructional models (norms for operation), gathering of instructional data that will be used to develop action plans in improvement as well as evidence of job-embedded professional development and the establishment of functional professional learning communities (PLCs) based on collaboration and reflective dialogue among teachers and school administrators.

The accomplishments of the aforementioned practices by CACS will be achieved with the assignment of:

- A Senior Consultant that oversee all facets of services to the school.
- A Leadership Coach that will work with the school's administrative team and assist in building and providing support to instructional leadership team. The leadership coach will

provide side-by-side coaching services, job-embedded professional services to the school leadership team and administrative team, training in conducting classroom walkthroughs and utilizing the approved school's district's teacher observation and evaluation system, assist school leadership team in developing a job-embedded professional development calendar and the implementation and monitoring of the school's professional growth activities. The leadership coach will assist instructional leaders in developing skills to lead professional learning communities/grade bands and how to report efforts of their assigned group to the instructional leadership team. The leadership coach will be an expert in SIG work, providing opportunities for assistance in implementing and monitoring SIG goals, assisting in monitoring the progress of the requirements, appropriate methods of gathering and filing documentations of proof of efforts, preparations for SIG Benchmarks and assistance in building a SIG Sustainability Plan.

- A Professional Development Coordinator to work with school leaders in developing, monitoring and evaluating the services of professional trainings in order to evaluate effectiveness of services, training of teachers and administrators in presenting professional development activities.
- Coaches in the areas of content, Title I, special education, and ELL will be provided as based on the needs assessment. Coaches are experienced with years of success in their content areas and seasoned professional developers.

CACS delivers a unique service to each school based on the needs. The five modules are outlines of topics in school improvement. The services for each school are patented according to a collaborative effort by the district and school. The outcome is an aggressive professional learning environment moving expeditiously towards addressing the needs in increasing student performance, and the building of sustainability in leadership and instructional capacity.

JOB EMBEDDED PROFESSIONAL DEVELOPMENT:

With success in urban, rural and suburban schools (2007-2013), CACS will employ the following model for sustained, job-embedded professional learning based on the needs of the school.

- Utilizing formative and benchmark assessment to monitor student achievement
- Transitioning to Common Core Standards
- Informal and formal classroom observations (collecting school-wide instructional data using present tool, designing focus plan from observational data, practice and feedback)
- Effective teaching
- Effective instructional practices
- Data collection, analysis and data inquiry
- School improvement processes / SIG requirements
- Instructional leadership team
- Building Positive School Culture
- Collaborative practices for special needs teachers /inclusion practices for special needs students
- Instructional design of classrooms
- Instructional best practices and implementation

CACS, using the senior consultant in Detroit schools for the last three years are aware of the Michigan state requirements for SIG schools, have worked with the state SIG monitors

extensively, attended MDE net-working meetings and has served prior positions in another state as a state monitor and understands the aggressiveness in change that is required of schools in improvement. CACS has an established group of experts in all areas of school improvement that brings a proven record of assisting school in the areas of school improvement. CACS has worked alongside other providers in the school and has assisted in developing a seamless supply of services. Collaboration among these providers is paramount and success of operating together in providing the school services has been achieved with each venture. CACS initiates meetings with other providers to assure that planning together will avoid duplicate services and that all providers are servicing the school at a quality level.

CACS offers tools and practices that will assist schools in school turnaround or transformation. Tools utilized are progress monitoring of instructional team, plan of actions to guide decided upon goals for school leaders and PLCs, Data Assessment Cycle Protocol, Individual Student Plans, Agenda templates for school instructional meetings, state standard data forms for collecting and analyzing data, a system of color coding data to easily identify gaps in achievement, professional development calendar format, and numerous forms and templates that teachers and administrators may find useful. The tools and processes have been successfully implemented for the past six years by CACS to improve teaching effectiveness, instructional leadership and planning and monitoring for increased student performance.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2: Use of Scientific Educational Research (2 pages)

CACS will employ the following research base professional development services described in Exemplar 1. CACS modules engage teacher leaders and teachers in a continuous learning process that enables participants to be independent of external services.

Classroom observations and teacher evaluation services for school leaders professional development is based on the work of Charlotte Danielson *Professional Practice – A Framework for Teaching*, Bruce Joyce and Beverly Showers the prime movers of *instructional coaching and mentoring*. Blended Coaching, Gary Bloom's research based practices provides skills and strategies to support principal development. The perspectives of coaching instructional leaders are enlisted through the research base work of Jim Knight. CACS leadership coaches and instructional coaches are trained in the works of Sam Redding's *Mega System* – a comprehensive approach to school improvement in which school reform moves the whole school forward, dramatically changing the way it operates. The work of increasing student achievement will be employed through the research base strategies based on the works of Robert J. Marzano, Debra J. Pickering and Jane E. Pollock – *Classroom Instruction that Works* and utilizing the nine strategies to address improving instructional practices. The works of Ruby Payne, *Under-Resourced Learner* are employed addressing the eight strategies to boost student achievement.

CACS will provide research based professional development in order to assist school leaders and teachers to:

- Utilize a laser focus to guide classroom observations and assist in developing “Look fors” which will become a focus based school needs.
- Data focused school – collecting, analyzing and inquiring about assessment results.
- Curriculum delivery – instructional practices, bringing relevance and rigor (connecting learning to the real world, instructional practices that engages students)
- Utilizing action plans to drive school improvement
- Collecting instructional data, decisions on adjustments, monitoring of action plans

At the completion of a needs assessment, CACS will work with the school community to select appropriate instructional strategies to focus on with the assistance of job-embedded professional development, leadership and instructional coaching and mentoring.

Trevilians Elementary School State Assessment

| | 2009 | 2010 | 2011 |
|----------------|-----------|-----------|-----------|
| English | 86 | 88 | 87 |
| Math | 91 | 92 | 93 |
| Science | 90 | 92 | 89 |
| History | 88 | 90 | 80 |

Thomas Jefferson Elementary School State Assessment

| | 2009 | 2010 | 2011 |
|----------------|-----------|-----------|-----------|
| English | 92 | 89 | 87 |
| Math | 93 | 92 | 94 |
| Science | 90 | 88 | 89 |
| History | 92 | 91 | 84 |

Trevilians Elementary School State Assessment
Potomac Elementary School State Assessment

| | 2010 | 2011 |
|-----------------|-------------|-------------|
| English | 89 | 93 |
| Math | 88 | 92 |
| Science* | 83 | 87 |
| History* | 80 | 81 |

Colonial Beach High School State Assessment

| | 2010 | 2011 |
|----------------|-------------|-------------|
| English | 88 | 90 |
| Math | 74 | 77 |
| Science | 88 | 85 |
| History | 84 | 86 |

New Bridge Alternative Middle School State Assessment

| | 2008 | 2009 |
|----------------|-------------|-------------|
| English | 59 | 72 |
| Math | 59 | 61 |
| Science | 90 | 93 |
| Writing | 58 | 78 |

CACS has used the aforementioned research based strategies and schools served have shown improvement in numerous states.

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: (2 pages)

“A truism in education is that professional learning is a process, not an event “ (Learning Forward, January 31, 2013). CACS prime interest is to build leadership and teacher capacity in order to increase student achievement. It is evident if change is to occur in schools, teachers and school leaders must use their learning to improve their practices. If this does not occur professional development is stunted and limited to its benefits. CACS will utilize its five research based modules established to build sustainability that has demonstrated progress in urban, suburban and rural school district across the country.

The modules includes the following:

- Restructuring – implementing federal and state laws, and district policies; administrative and teacher leader effectiveness support; data analysis and school improvement planning and professional development based on data accompanied with monitoring of efforts and support in implementation.
- Leadership Coaching – A school improvement methodology through side-by-side leadership coaching established to strengthen leadership skills, assist and train school leaders in analyzing school needs and planning to meet federal requirements, assisting and training school leaders in examining, operationalizing and monitoring school improvement plans and assisting and training school leaders in the process of school improvement.
- Preparing to Lead – Assistance to zero experience school principals or school principals determined by the district as performance below the minimum level of expectations through side-by-side coaching to assist in developing and exercising a school vision, developing a methodology in improving student performance, providing professional development based on school needs and managing time, facility and school budget.
- Curriculum Alignment / Instructional Resources / Assessment – provisions to assist school leaders and teacher in areas of curriculum alignment with state standards, instructional resources appropriate to address state standards, state assessment system.
- Data Analysis – assistance and training in the areas of analysis and a system of inquiry concerning student learning data, operational data (forming of grade bands, administrative teams, instructional team and daily operations), providing school leaders and teachers with the ability to utilize research base processes in making data driven decisions.

CACS development of the above mentioned modules for services are based on the Learning Forward’s third addition of national professional standards with support from the MetLife Foundation:

- Professional Communities - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective
- Leadership - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- Resources - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- Data - Professional learning that increases educator effectiveness and results for all students’ uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- Learning Designs - Professional learning that increases educator effectiveness and results for all students

integrates theories, research, and models of human learning to achieve its intended outcomes.

- Implementation - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- Outcomes - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Through a collaborative decision making process, CACS will lead schools in building an annual professional development calendar that is built on the needs of the school. Through the training, school leaders will build the capacity to recognize school needs, build a capacity of school leaders and teachers qualified to conduct professional development, monitor implementation and a system of evaluating effectiveness based on increased student achievement.

Exemplar 4: *Experience with State and Federal Requirements*
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: (2 pages)

As a successful partner to over 14 school districts and state agencies across the nation, CACS bring to the districts eight years of qualified experience in the area of school improvement and hundreds of years in successful teaching and school administration.

CACS senior consultant has provided turnaround services to high priority schools in Detroit employed by Teachscape. In Detroit schools, CACS senior consultant has worked with four SIG schools in supplying information and guidance in meeting requirements, preparing for Benchmark meetings and preparing the instructional team in complying with the school improvement plan. As a result, one of the schools is noted for improvement with double-digit improvement in student achievement in reading and math and improvements in all content areas. CACS has served as an external provider for Alexandria Public Schools and was successful in assisting the school in operational management, developing of an effective instructional team and noted increases in the area of math (deficient area) in the next assessment cycle (66 to 74). CACS senior consultant has serviced schools in four districts of Virginia contracting as a state SIG monitor and has utilized turnaround experiences in six school districts. CACS senior consultant was employed in one district as a turnaround specialist, taken over an alternative middle school (New Bridge Middle) and leading the school to achieve state accreditation and meet AYP within eight months of service. The school celebrated double-digit improvements in math, English and writing. A number of the staff assisting this effort are presently employed by CACS and continue to be successful in the school turnaround process.

CACS services are familiar with Title I requirements (all consultants have served as administrators or supervisors of Title I schools) (secular services, neutral, non-ideological, services based on student data and needs, and improved effectiveness of teachers providing services to low income students). CACS has serviced schools similar to Michigan in which Title I service providers deliver services targeted to all students and professional development is delivered and supports all teachers. CACS employs a Title I specialist to assist schools with compliance, grant writing and understanding the Title I components.

CACS has employed special education coaches each possessing over 30 years experience in meeting special needs of students.

CACS work with each school to align services based on school improvement plans and district goals. Teachers and leaders are engaged in the process of developing plans based on the needs assessment conducted by CACS. Based on the Progress Cycle for School Improvement, teachers and leaders are directly engaged in a collaborative method of gathering data, analyzing and inquiring of the results, implementing and monitoring, developing actions plans to address data, evaluating school efforts and understanding, embracing and articulating the school improvement plans.

In order to understand the needs of the school, CACS incorporate the MEAP and MME data in development of plans for each school.

CACS has experience in working with high priority schools in several states as well as Detroit in

the need to develop a laser focus on the GLCEs and now moving schools to the common core standards. CACS will assist teachers in building knowledge and skills in identifying students needs in order to be successful in both building cognitive knowledge and equipping students to be proficient on state standard tests.

Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: (2 pages)

The primary goal of CACS in providing services is the assistance in aiding schools to sustain and build on their staff capacity to increase student achievement and implementation of the fourth year of their plan without the assistance of the SIG Grant. Three years of service should provide the school the ability to perform the various steps without assistance:

- Improved classroom teaching and learning through the effective functioning of teacher collaboration and the oversight of PLC leaders along with the effective use of classroom observation data.
- Effective instructional team branching off to service and lead PLC meetings, grade band/cluster meetings, vertical planning meetings; and job-embedded professional development conducted by staff
- Continued leadership training of instructional team members by the principal and teacher involved peer/classroom observations
- Share classroom observation data with staff, engage in collaborative efforts with teacher to develop focus areas and assist teacher leaders in developing action plans for improvement in instructional delivery, survey teachers twice a year, and continue data meetings.
- Instructional leaders capable of assisting teachers in examining the alignment and pacing of the curriculum, knowledge of best instructional practices and capability of observing instruction and developing plans to improve teacher effectiveness.

The above steps will be possible along with the training provided in the process for school improvement. Schools will follow the six-step process:

- Identify the problem
- Analyze
- Develop a plan
- Implement the plan
- Monitor/evaluate the plan
- Modify the plan

CACS will provide schools with evidence-based practices and indicators to inform improvement efforts. The skills in utilizing the identification process (data-driven decision-making), developing research-based interventions and methods of establishing appropriate monitoring processes will be built within the three years.

CACS will assist school in building sustainability capacity through :

- Coaching and mentoring school leaders and teachers (providing coaching skills for school leaders)
- Developing school leaders to perform professional development activities (modeling professional development planning and delivery)
- Utilizing prepared templates, forms, samples (e.g., collaborative logs, action plans, agenda templates, data graphs, observation feed back questions, teacher workweek schedules, staff handbook sample, school discipline plans, student individual plans) school leaders will have the opportunity to use examples in building forms and procedures

- Engaging in reflective dialogue captured by collaborative logs will provide school leaders support in conducting effective feedback sessions
- Engaging in side-by-side sessions with leadership coaches and instructional coaches will provide school leaders skills in coaching that can be carried over past the grant period.

CACS work with schools to build leadership and instructional sustainability through modeling, coaching, mentoring and supplying templates that they may adjust/alter to fit their needs, as well as, forms and engagements in discussions of procedures that meet the school's needs.

Exemplar 6: *Staff Qualifications*
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: (1 page plus vitae for personnel)

CACS's staff has extensive service in school improvement, turnaround and transformational efforts. CACS has provided services as an external partner in Virginia, provided leadership and instructional coaching in Detroit, Chicago, North Carolina, and Virginia. CACS coaches have served as state monitors for the state of Virginia. CACS senior consultant has extensive experience in working with Michigan SIG and working with Detroit Public Schools, as well as Global Educational Excellence and the Education Achievement System in Detroit.

CACS has an extensive list of staff members possessing expert experience in their fields. All staff members have incurred substantial successes in their schools and/or assisted schools and school districts in school improvement efforts, turnaround or transformational efforts. Instructional coaches are expert teachers in their field, contributing to assisting assigned school in meeting state and federal standards.

The work of the project will be under the supervision of Dorothy Hutcheson, CEO /Senior Consultant, and recognized as a national Turnaround Specialist. CACS staff are capable of providing services in the areas of instruction (all content areas-elementary, middle and high school), leadership, Title I, special education, social services, school facilities, technology, ELL, and parental involvement. CACS provides services to all components of a school understanding that school turnaround is entire school process. Staff assignments will be based according to the results of the needs assessment and collaboration with the district and school.

Dorothy Hutcheson – CEO, School Turnaround Specialist/SIG Process Specialist
Johnette Burdette – Senior Director, School Improvement / Leadership Coach
Thomasyne Beverly – School Improvement Coach/Title I Specialist/Grant Writing
Christie Forrest – School Improvement / Leadership Coach / Middle and High School ELA
Brad Burdette – Social and Emotional /Parent Involvement
Karen Harden – Technology / Data Analysis
Monica Evans –School Improvement Coach / Middle School Specialist
Louise Malandra – ELL/ Curriculum Specialist
Virginia Mealing – School Improvement Coach / Leadership Coach
Pat Smith – Mathematics Coach – Middle and High School
Helen Luster – Mathematics Coach – Middle and High School
Heidi Oliver – Professional Development Director /ELL / Early Literacy
Deia Champ –Elementary Curriculum
Samuel Miranda – Literacy Coach – Middle to High
Darry Strickland – Literacy Coach – Middle to High

DOROTHY NUNERY HUTCHESON

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dorothyhutcheson@verizon.net

PROFESSIONAL OBJECTIVE

Seeking a challenging and rewarding Instructional Leadership position within a dynamic organization

QUALIFICATION SUMMARY

A Bachelor of Science in Elementary Education complimented by a Masters of Education degree in Supervision from Longwood University. 35 years of administrative experience in education both as a classroom teacher, instructional leader, leadership coach, and professional services specialist which are highlighted by the proven ability to lead and inspire. Skilled in the content areas including assessment of personal leadership qualifications, skills to lead change, data analysis, decision-making, setting targets, and creating action plans. Known as a School Turnaround Specialist employing business management strategies, organizational behavior and communication, and assisting and guiding districts and school administration in the restructuring and renewal of troubled organizations. A life long learner committed to creating a safe and nurturing environment, a culture of growth and motivation, student centered learning led by innovative data practices. Assisting school administration in establishing an environment which cultivates the growth of professionals, an open dialog between the school and community, the implementation of instructional practices which directly involve the millennial, as well as the ability to correlate instruction which includes state and federal specified content. Knowledge of ***No Child Left Behind Federal Program Requirements***. Possess knowledge of restructuring/alternative governance, and school turnaround processes. Knowledge of team building, educational and administrative skills include:

Staff Development/Remediation Practices/ Classroom Management/Teacher Retention Policies/Individual Educational Plans/Data Analysis/ Buildings and Grounds/ Facilities/Master Scheduling/ Budgeting/ Teambuilding/ Teacher Motivation/ Mentorship Programs/ Staffing/ Evaluation & Supervision/ One – to – One Technology Initiative/ Curriculum Development/ Student Reward Based Systems/ Behavioral Contracts/ Curriculum Development/Research and Development/Establishing Governance Committees/ School Auditor/ Academic Reviewer/ Correlation between the condition of facilities and student achievement/cutting edge educational research practices/school reform/non-traditional education/ Juvenile Justice Education/ Gifted Education/ Revamping programs for at risk populations/Interstate School Leaders Licensure Consortium (ISLLC)

PROFESSIONAL EXPERIENCE

EDUCATIONAL CONSULTANT
Capital Advisors & Consultant Services

July 2005 – Present

Proprietor

After retirement from one of the state's most affluent school systems, I saw the need for increased training for instructional leaders across the nation and assistance in turning around troubled educational organizations. As a consultant, I work with the leaders of various organizations to promote individual growth and an elevated sense of structuring as well as building leadership capacity within the organization.

- ♦ Facilitated seminars geared to building successful instructional leadership within area school systems
 - Virginia Commonwealth University
 - University of Richmond
 - Virginia Department of Education
 - Herdford County, North Carolina
 - Caroline County, Bowling Green, VA
 - Alexandria Public Schools, Alexandria, VA
 - Henrico County Public Schools, Henrico, VA
 - Richmond City Public Schools, Richmond, VA
 - Louisa County, VA
 - Brunswick, County, VA
 - Prince Edward County, VA
 - King George County, VA
 - Maywood-Melrose/ District 89 Schools Chicago, Illinois
 - Hanover County, VA
 - Chesterfield County, VA
 - Detroit Public Schools, Detroit, Michigan

- ♦ Caroline County Public Schools – Caroline High School – fully accredited and AYP
 - Leadership Coach
 - Assistance in developing leadership team
 - Instructional leadership professional development
 -

- ♦ Alexandria Public Schools – Jefferson Hueston Elementary – Outside Provider
 - Overseeing all school operations
 - Assistance with SIG application and implementation
 - Leadership mentoring and training
 - Assistance in developing school leadership team
 - Instructional leadership professional development

- ♦ Detroit Public Schools – Dixon Learning Academy – school in improvement - Teachscape Leadership Coach (school recognized as one of the top performing 125 schools reviewed during Federal Audit (2011))
 - Leadership Coach
 - Assistance in implementing SIG
 - Leadership Professional Development

- ♦ Louisa County Public Schools – Trevilians Elementary – school in improvement (two years full accreditation and AYP)
 - Leadership Coach
 - Overseeing school operations
 - Assistance in developing school leadership teams

- ♦ Brunswick County – James Solomon Russell Middle School (2009)– school in improvement – full accreditation
 - Leadership Coach
 - Overseeing school operations
 - Assistance in developing school leadership teams

- ♦ King George Public Schools – King George Elementary – school in improvement (two years full accreditation and AYP)

VIRGINIA DEPARTMENT OF EDUCATION

Contractor

August 2007 - Present

PASS Coach / Academic Reviewer / Leadership Coach

Provided assistance in leadership development and curriculum planning. Assisted school leaders in developing and monitoring Instructional Team. Assisted school leaders and Instructional Teams in utilizing data to drive instruction. Assisted school leaders in building leadership capacity.

Leadership Coach, Louisa County, VA

September 2009

- Present

Provided leadership coaching to new principal designated by central administration as “in crisis.” Assisted in building leadership capacity within the school, modeling effective leadership skills, assisted in building a productive and cohesive administrative team, and providing frequent feedback to the principal as she completes her first administrative assignment.

PASS Coach, Prince Edward County, King George County, Brunswick County

September 2009

- Present

Provided school administration with research based information on improving delivery of the instructional program, establishing and maintaining effective governance committees, building positive school cultures, utilizing data to drive instruction, monitoring student progress, utilizing individualized student plans to leave no child behind and assisting schools in meeting state standards and achieving AYP.

Academic Reviewer and VDOE State Auditor, Brunswick

September 2009

- Present

Review the progress of the instructional program and skills of school leadership as determined by state standards. Develop and present a written report of school performance based on a review of school data, observations, reviewing of files and summation of interviews of staff, administration and stakeholders.

Virginia State Facilitator

September

2010-Present

Appointed by state superintendent to oversee the operations of the school district, external lead provider, internal lead provider, and school administrations as they undergo the turnaround process.

VIRGINIA COMMONWEALTH UNIVERSITY

January 2005

- Present

Adjunct Faculty

Consultant/Richmond Public Schools (Boushall Middle/Wythe High)

January 2005 –

June 2005

Worked with an urban at risk school to implement leadership and instructional practices. Developed practices including but not limited to: teaming, data implementation, staffing and instructional assignments, and teacher morale.

- ♦ Created and implemented an Instructional Leadership Team in an urban setting which lead to significant gains in student achievement as measured by Standards of Learning and Annual Yearly Progress scores

Leadership Coach (Henrico, Hanover and Chesterfield Counties)

September 2008

- Present

Worked with individual principals in providing leadership support, developing a school wide culture, while putting into place timeless instructional practices

Leadership Mentor

July 2006 –

August 2009

Provided leadership training and support to principal at Riverview Elementary School, Murfreesboro, NC

Teachscape

January 2010 –

Present

Served as Professional Services Specialist / Project manager working with district office administration and overseeing Service Providers providing professional development training/services/coaching to instructional leaders and staff in the Maywood-Melrose School District (Chicago).

Serve as a Program Specialist working with Detroit Public Schools as a Leadership Coach in high priority schools and schools in improvement.

Administrative Mentor

Worked with first year principals (*Henrico County Public Schools*)

July 2004 –

July 2009

Turnaround Specialist

Newbridge Alternative School

October 2005 –

July 2006

Turnaround Specialist/Educational Consultant (Acting Principal)

Worked to create an environment conducive to learning by hiring qualified teachers, eliminating distractions and discipline problems, as well as managing a budget. Implemented instructional practices and trained school leaders that inevitably changed the culture of the school.

- ♦ Implemented a teaming approach
- ♦ Created and implemented a system of data analysis
- ♦ Worked to decrease the percentage of disciplinary infractions
- ♦ Invoked an instructional leadership team
- ♦ Assisted in the development of an alternative/governance committee
- ♦ Developed and delivered various staff development sessions centered around but not limited to topics such as teaming, data implementation, technology, the power of assessments, cross-curricular planning, and classroom management

Newbridge Alternative School

Turnaround Specialist/Educational Consultant, Acting Principal

November 2008 – July

2009

Requested to return to Newbridge Middle School as a turn-around specialist to provide leadership, build leadership capacity, rebuild the school's culture, create a safe and secure learning environment, develop academic teams and develop professional learning communities.

RICHMOND CITY PUBLIC SCHOOLS

July 2005 – October 2005

Central Office Administration

Executive Director of Leadership and Staff Development

September 2004 – August 2005

Instituted a city wide plan of staff development complete with a manual and catalog of course offerings committed to building tomorrow's instructional leaders. Increased the budget for staff development in regards to school based administration. Duties included but not limited to, maintaining a budget, reporting to the school board, evolving prior staff development standards, facilitating a new initiative through the Curry School of Education, Balance Score Card as well as serving on the Charting the Course Team

- ♦ Facilitated the Richmond Component of *University of Richmond*
- ♦ Orchestrated the Leadership Initiative driven by the Curry School of Education (University of Virginia)
- ♦ Worked to create a shared vision between central administrations and the school board in regards to increased staff development.
- ♦ Built a fostering relationship between school administration and support staff operating in central administration

HENRICO COUNTY PUBLIC SCHOOLS

August 1986 – July 2005

Federal Program

Acting Director of Headstart

August 2004 – July 2005

Worked to develop a program that actively engages primary students in quality instructional practices. Ensured that proper decisions were made in regards to federal funding and grants.

- ♦ Balanced the budget
- ♦ Revamped office staff as well as office practices
- ♦ Implemented leadership practices to ensure the future success of the program

Fairfield Middle School

Principal

July 2000- July 2004

A fully accredited middle school under my direction, Fairfield made great gains in the areas of Annual Yearly Progress (AYP) and Standards of Learning (SOL). I worked to sculpt an instructional leadership team, which possessed a shared vision for excellence. Amidst my four-year tenure at Fairfield, teacher retention was drastically decreased while parent participation in the PTA and volunteer avenues soared to exciting levels. The Custodial staff won county honors consecutive years under our leadership, while we were continuously featured on Channel 36 and showcased during the technology initiative.

- ♦ Henrico County Instructional Leader of the Year (2005)
- ♦ Implemented an innovative system of reporting school wide data (**RED AMBER GREEN**)

Jacob L. Adams Elementary School

Principal

July 1996 – July 2000

Provided leadership that resulted in a **National Blue Ribbon School of Excellence**, Adams Elementary soared to new heights under the administration. As the school worked to achieve the National Seal of Excellence the School was fortunate to see increased participation in the PTA as well as parent volunteers. Implemented a rigorous new reading program, **“Success for All”** John Hopkins University that served to increase reading scores across the board. By implementing practices of team building, data

analysis, classroom management and thematic units, the foundation was laid during these four years, which led Adams to become a *Fully Accredited* Elementary School in 2001.

Fairfield Middle School

Assistant Principal

July 1990 – July 1996

As the Assistant Principal, worked along with the building principal and administrative team to cultivate the vision of the school while operating under the mission of the division. Duties were but not limited to: grade level discipline, facilities, school food service, guidance, testing, Math and English Departments, sixth grade department chair, administrative liaison PTA, business partnerships, support staff, handbooks, mentor programs, text books, after school detention, and extended day programs

George H. Moody Middle School

Teacher/Administrative Assistance

July 1986 – July 1990

As a teacher, worked to create an environment conducive to all learners. Ensuring that each lesson was aligned with current curriculum by maintaining that the written curriculum was the taught curriculum and as always the assessed curriculum. I worked each day to ensure that the needs of every child were met regardless of their level. Each lesson was developed to incorporate the strengths and weaknesses of each student.

- ♦ Coordinated After School Detention
- ♦ Supervised after school extra curricular activities
- ♦ Coordinator of Summer School (five years)

KING WILLIAM COUNTY PUBLIC SCHOOLS

August 1983 – June 1986

Hamilton Holmes Elementary School

Teacher/Department Chair

August 1983 – June 1988

Instrumented thematic units and grouping as a component of classroom instruction. As a Department Chair, I was committed to offering leadership and guidance to inexperienced teachers, while fostering the talents of more experienced educators.

AMELIA COUNTY SCHOOLS

August 1978 – July 1983

Amelia Middle Schools

Teacher/Department Chair/Coordinator of Gifted & Talented Program

August 1978 - July 1983

As a teacher, I worked to instill a standard of excellence in all who graced my door. Teaching various subjects gave me the foundation of instructional leadership. As a Department Chair, I worked to match teachers with their strengths in order to optimize student success. Working with the gifted and talented population afforded me the opportunity to see the accelerated side of education.

CUMBERLAND COUNTY PUBLIC SCHOOLS

August 1974 – June 1978

Cumberland Middle School

Teacher/Department Chair

August 1974 – June 1978

EDUCATION

VIRGINIA POLYTECHNICAL INSTITUTE & STATE UNIVERSITY

Completing

Dissertation

Doctoral Degree, Leadership Policy

3.90

LONGWOOD UNIVERSITY
1980

August 1978 – May

Masters of Education, Supervision
3.90

SAINT PAUL'S COLLEGE
1974

August 1970 – May

Bachelor of Science Degree, Elementary Education
3.30

ACHIEVEMENTS AND HONORS

- ◆ Honors Graduate of Saint Paul's College (1974)
- ◆ Leadership Award – Model School 1998 – Success For All Programs – John Hopkins University (1998)
- ◆ *National Blue Ribbon School* – Virginia General Assembly and United States Department of Education (1999)
- ◆ *Educator of the Year* – Henrico County NAACP (1999)
- ◆ *Instructional Leader of the Year 2003* – Henrico County Public Schools (2003)
- ◆ *Instructional Leader Star Award (Full Accreditation/AYP) Non-traditional Programs*, Henrico County Public Schools (2009)

PUBLICATIONS AND PRESENTATIONS

- ◆ ***“Responsibilities of a Department Chair – A Perspective of the Principal” RPS Leadership Seminar, Richmond VA (2004)***
- ◆ ***“School Reform – Educational Leadership and Ethics” Oxford University, Exter College (1999) England***
- ◆ ***“Reflections of England Experience: From Morning Glory to Glory Farms” Educational Leadership and Ethics (1999) publication***
- ◆ ***“All Means All!” presenter/facilitator, University of Richmond/ Virginia Commonwealth University School of Continuous Improvement – New Principal Academy, July 2009.***
- ◆ ***“The Big Connection – Keeping the Main Thing the Main Thing,” Herdford County Public School Leadership Academy, July 2007 and Richmond City Public Schools, August 2006***
- ◆ ***New Administrator's Symposium – “The First 90 Days – Helping You Put Together The Pieces” – Educational Leadership/University of Richmond and VCU, School of Continuous Improvement***

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JOHNETTE HUTCHESON BURDETTE

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PROFESSIONAL OBJECTIVE

Seeking a challenging and rewarding position in Instructional Leadership.

QUALIFICATION SUMMARY

A Bachelor of Arts in Political Science with a minor in History and an Endorsement in Secondary Education complimented by a Masters of Education degree in Administration and Supervision from Virginia Commonwealth University. 10 years of managerial experience in education as well as the business arena, which are highlighted by the proven ability to lead and inspire. A life long learner committed to creating a safe and nurturing environment, a culture of growth and motivation, student centered learning led by innovative data practices, an open dialog between the school and community, the implementation of instructional practices which directly involve the millennial, as well as the ability to correlate instruction which includes state and federal specified content.

Knowledge of educational and administrative skills include:

Staff Development/Attendance Procedures/On – Line Grading/Remediation Practices/ Classroom Management/Individual Educational Plans/Data Analysis/ Buildings and Grounds/ Facilities/Master Scheduling/ Budgeting/ SOL Site Coordination/ Teacher Motivation/ Mentorship Programs/ Staffing/ Evaluation & Supervision/ One – to – One Technology Initiative/ Curriculum Development/ Student Reward Based Systems/ Behavioral Contracts/ Curriculum Development/Community Relations/Parent Teacher Student Relations/Licensure/Career & Technical Educational Policies/

PROFESSIONAL EXPERIENCE

GOOCHLAND COUNTY PUBLIC SCHOOLS

July 2006 – Present

Goochland Middle School

Principal

July 2007 – Present

Opened a brand new state of the art facility, with cutting edge technology dedicated to student achievement. Worked with the Transition team for a year prior to ensure that all components were properly discussed and addressed. Responsible for buildings and grounds, instructional focus, SOL Plan, teacher morale and retention, staffing, budgeting, climate and culture, transition and school programs. Developed and implemented meaningful professional developments in the areas not limited to:

- ♦ No Longer Pushing Technology for Technology Sakes – highlighting the practical components of educational technology while emphasizing the characteristics of a multi-facet millennial
- ♦ Data Driven Decision Making – High-lighting best practices which are driven by real-time data in constructing and implementing a School Improvement Plan
- ♦ Bell to Bell Dingers – Captivating all learners and empowering students to take charge of the instructional journey
- ♦ Grading for Success – The beginning stage of cultivating an environment where students are empowered through self reflection versus external grading practices
- ♦ Secondary Vertical Alignment – The importance of transition from Middle to High School
- ♦ Tiers of Leadership – The development of leadership within a team to promote growth and collegial inspiration
- ♦ Failure is NEVER an Option – Facilitating the conversation between Elementary and Secondary Leaders regarding retention
- ♦ 21st Century skills – Fostering the skills of the work place into our classroom to prepare our students for life beyond K-12

Director, Capital Advisor & Consulting Services

July 2011 - Present

Serves as Director of Services providing assistance to the CEO, coaches and operation staff. Duties include scheduling of services, selection of staff, training, and leading the assessment process. Additional services involve creating and maintaining forms, templates, and educational materials.

- ◆ Power point development
- ◆ Professional Development Reviews
- ◆ Leadership Coaching
- ◆ Operational Coaching
- ◆ School Assessment
- ◆ Contract development

Assistant Principal

July 2006 – Present

Assist the building principal in areas including but not limited to: budgeting, staff morale, establishing and maintaining the climate & culture, and driving the data centered instructional practices involved in leading a comprehensive middle school of 322. The position directly effects the supervision of three main departments, Exceptional Education, Math, and Social Studies, as well as the Resource Department, Library Media Center, and Maintenance Department. In my current capacity I am responsible for over 25 professionals and Para- professionals. Working a rural setting I have been afforded the opportunity to be involved in a wealth of situations including:

- ◆ Revamped **Virginia Grade Level Assessments** (VGLA) collections
- ◆ Planning Administrative Team for a state of the art Secondary Facility (August 2007)
- ◆ Achieved the **Highest Math** scores in the State (95% pass rate)

RICHMOND CITY PUBLIC SCHOOLS

July 2005 – June 2006

Lucille Murray Brown Middle School

Assistant Principal

July 2005 – June 2006

Assist the building principal with staffing, budgeting, student events calendar, scheduling, and the daily task involved in leading a comprehensive middle school of 725 students, as well as the host school of the International Baccalaureate Middle Years Program. The position directly affects the supervision of two departments: Math & Special Education as well as the Media Center and Guidance, which entails data analysis of biweekly assessments as well as the district's nine week benchmark test. The supervision and evaluation of twenty-five teachers within two assigned departments. The planning and implementation of extended day tutoring for SOL remediation. Other duties include but are not limited to: discipline, teacher absences and coverage schedule, maintenance of all Individual Educational Plans, transportation, creation and distribution of faculty handbooks, relicensure of all teachers and para-professionals, International Baccalaureate Program, student recognition programs, Administrative Internships, Student Teachers, Chartering the Course (School Improvement Plan), desegregation of school wide data, and site based testing coordinator.

- ◆ **Implemented a new system of data reporting**
- ◆ **Developed Student Recognition Assemblies**
- ◆ Instituted an improved system of SOL testing administration, which promotes a more secured testing distribution as well as a more organized system of collecting testing materials
- ◆ **Revised and revamped the procedures currently followed by the Exceptional Education Department** in order to meet and exceed district, division, and federal regulations
- ◆ **Developed and implemented *Four Man Teams*** within each grade level.

HENRICO COUNTY PUBLIC SCHOOLS

August 2001 – August 2005

Hermitage High School

Summer School Co - Coordinator

June 2005 – August 2005

Worked to create an environment conducive to learning by hiring qualified teachers, eliminating distractions as well as discipline problems, as well as managed a summer budget. Organized an instituted SOL test administration for all core content areas, as well as organizing a countywide graduation program.

Administrative Aide

September 2004 – August 2005

Instituted a school wide vision of excellence with the administrative team, while working along with the tenth grade

administrator and serving in her capacity during her absence (eighteen weeks). Worked in conjunction with the

Assistant Principal to monitor the Social Studies, and Technical Departments, as well as the Media Center, facilities

& maintenance, help desk, and One – to – Computer Initiative, as well as grade level discipline. Direct

responsibility as follows: K12 Planet (On Line Grading Program), teacher web pages, transportation, field trips,

Channel 36 designee, community partnerships, tardy policies, Saturday detention, and Curriculum Pacing.

- ◆ **Devised and implemented a new policy for signing in tardy students**
- ◆ **Developed an innovative method of managing the on- line-grading program (K12),** thus boosting school participation to 98%
- ◆ **Worked with area businesses to form partnerships.**
- ◆ Filled in for all Assistant Principal during their absences

HENRICO COUNTY PUBLIC SCHOOLS

August 2001 – August 2005

Hermitage High School

Cont.’

Teacher

September 2001 – August 2005

United States History

August 2004 – August 2005

Worked to actively engage all students in quality instructional practices, which centered on on line curriculum developed through the technology initiative. Each lesson carefully crafted to include the varied learning styles within each class. Provided a direct correlation of the written curriculum, the taught curriculum and the assessed curriculum. Created an environment conducive and welcoming to all students.

- ◆ **The highest United States History SOL scores four years in a row 85 % (2002) 96 % (2003) 100% (2004) 97% (2005)**
- ◆ Developed a remediation plan for the Content Team, which included rewards for students and teachers

Teacher

Discovery in the New World – Level III (Humanities Center)

August 2002 – August 2004

Created and implemented curriculum, which encompassed American History as well as the Literature of the time. Worked with and English teacher to create lessons that which challenged the students in this rigorous program. While the curriculum was driven by the chronology of American History the music, art, and literature of the day worked to accompany each lesson.

- ◆ **Developed a curriculum map**, which models that of Saint John’s University, which is based on the great books
- ◆ Increased the number of students who passed the **Advanced Placement United States History Test by 50%**

United States History Content Leader

October 2001- August 2004

Monitored teacher progress in regards to the county pacing guide, while offering instructional strategies to enhance student achievement. Lead the department in SOL scores, and implemented an intensive remediation program. Collected weekly assessment data and item analysis results. Held monthly content meetings to disaggregate data and diligently to promote

- ◆ Instituted a **remediation plan** which increased United States History SOL scores school wide from 74% to a remarkable 86% through intensive tutoring, innovative instructional practices, as well as structured competition
- ◆ Worked directly with other content leaders to **increase Social Studies SOL scores** by over 10% school wide from 2001 to 2002, and at least 5% each consecutive year

EDUCATION

VIRGINIA TECH

Doctoral Degree in Educational Policy and Leadership

August 2012 – May 2015

VIRGINIA COMMONWEALTH UNIVERSITY

Master of Education, Administration and Supervision

August 2003 – August 2005

SAINT PAUL'S COLLEGE

Bachelor of Arts Degree, Political Science, History,
Endorsement Secondary Education - Cum Laude

August 1997 – May 2001

ACHIEVEMENTS AND HONORS

- ◆ Honors Graduate of Saint Paul's College (2001)
- ◆ Nominated as Content Leader during the first year of an assignment (2001)
- ◆ *Outstanding Teacher Education Graduate* (2002)
- ◆ *Henrico County Public Schools First Year Teacher of the Year (Sally Mae Teacher Award) 2002*
- ◆ **Promoted to the Humanities Center (Henrico County's Specialty Center) after one year of teaching (2002)**
- ◆ *Who's Who Among American Teachers (2005)*
- ◆ *Who's Who Among School Administrators (2006)*
- ◆ *Nominated as Middle School Principal of the Year (2010)*

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CHRISTIE L. FORREST

PROFESSIONAL WORK EXPERIENCE

Independent Educational Consultant – Various agencies

Provide organizational and leadership feedback and evaluations regarding best practices for student achievement; share ideas regarding educational leadership best practices and professional development; evaluation of student programming

Principal – GRAD Center and Performance Learning Center

Henrico County Public Schools, July 2012 – present

Organized and planned school program from its inception; hired and trained all staff members in blended instruction; implemented a positive behavioral support system to improve chronic student behaviors; monitored student progress toward graduation through data driven decisions made in conjunction with student and staff input; maintained partnership with Communities in Schools of Richmond

Principal – L. Douglas Wilder Middle School

Henrico County Public Schools, August 2004 – June 2012

Led school to full accreditation in 2008 moving student performance 34% in mathematics in two years and 22% in English over four years; effectively implemented an Academic Support Team to focus and address student achievement needs; effectively implemented a positive behavior support system to improve staff and student interactions and respect for one another; monitored student performance through data driven decisions made in conjunction with teacher input; monitored all teacher and staff performance evaluations; monitored and helped devise the master schedule; organized SOL Saturday School, Friday Math Madness, and other remediation activities; approved and supervised the implementation of a motivational group for girls (CLASSY); managed and supervised a 21st Century after school grant funded program (\$180,000 per year for three years) that focused on health/wellness and academic improvement called Recipe for Success; supervised the implementation of Communities In Schools (CIS) support and the site supervisor's assignments; supervised the use of volunteers within the school; organized and planned for events such as Community Day (annually beginning in 2008) and the Black Wax Museum and Living History Exhibit (annually each February beginning in 2008); organized and planned all special student programs for Parent Teacher Association general meetings

Assistant Principal – Fairfield Middle School

Henrico County Public Schools, July 2000 – August 2004

Managed the student information system; served as principal's designee; acted as 8th grade disciplinarian; monitored 8th grade teacher performance evaluations, office staff performance evaluations, and paraprofessional performance evaluations; implemented 8th grade student incentive programs; organized and managed SOL Saturday School Program; monitored master scheduling; served as special education administrator; other assigned general supervisory duties such as cafeteria and sidewalk monitoring

Administrative Intern – Henrico High School

Henrico County Public Schools, August 1999 – June 2000

Worked with mentoring veteran assistant principals to learn the instructional leadership role of the assistant principal; devised lessons and supervised Saturday SOL Program; assisted with all discipline; assisted with school-wide events such as homecoming, graduation, and prom; mentored female students with challenges; Parent Teacher Association administrative liaison; assisted with master schedule and the student information system

English Teacher – Varina High School**Henrico County Public Schools**, August 1994 - June 1999

Taught English 9 and English 12; served as Forensics Coach from 1994-97 (taking students to the state competition yearly); served as administrative aide from 1997-1999; wrote and supervised School-to-Work grant; devised a drop-out prevention policy; planned graduation activities and ceremony 1998-1999

Licensure Specialist - Office of Teacher Licensure**Virginia Department of Education**, Summer Employment 1996 – 1999

Licensed new teachers graduating from approved teacher preparation programs

EDUCATION

Bachelor of Arts, English, (1994) Virginia Commonwealth University, Richmond, Virginia

Master of Teaching, (1994) Virginia Commonwealth University, Richmond, Virginia

Education Specialist, Administration and Supervision, (1999), The George Washington University, Washington, DC

PROFESSIONAL HONORS

Dean's Apple Award Winner – Varina High School 1999

Facilitator, Special Education Consortium 2004, William & Mary College, Williamsburg, Virginia

Facilitator, Virginia PASS Conference 2006, Roanoke, Virginia

Instructional Leader of the Year - Henrico County Public Schools 2008

REB Instructional Leader Recognition – Henrico County Public Schools 2010

COMMUNITY AFFILIATIONS & ACTIVITIES

Association for Supervision and Curriculum Development (ASCD)

National Association of Secondary School Principals (NASSP)

Alpha Kappa Alpha Sorority, Inc.

First Baptist Church of South Richmond – specific involvement in music ministry & new growth ministry

Sisters United Regarding Finances, Inc.

REFERENCES

References Available Upon Request

CURRICULUM VITAE

Dr. Louise Duckworth
510-541-2369
Duckworth.louise@gmail.com

EXPERTISE: Professional Development -Teaching and Leadership Standards - Curriculum Development and Instructional Alignment - Literacy- Differentiated Instruction - School Improvement- Education Technology - Author - Coach - Administrator

EXECUTIVE SUMMARY

I have divided my Professional Experience into: Administrative and Consultative. As a consultant, I have designed and delivered professional learning programs, provided leadership support, professional development and technical assistance to schools, school districts state and federal agencies. During my career, I have co-founded a California Distinguished school-Rooftop School in San Francisco. I have been a mentor teacher, an effective program and school administrator, supporting quality programs and services for children and families. I have developed and presented hundreds of innovative and inspiring professional development seminars, courses and workshops, responsive to adult learning styles, with documented evaluations of my work. As an Executive Coach and Senior Consultant, I have provided effective technical assistance with measurable outcomes to school and school district teachers, administrators, and parents both locally and nationally. I have been responsible for recruiting, hiring and training instructors, directing and managing educational programs, which have provided certification, professional development and administrative support to educators throughout Northern California. More recently, I have worked to improve the educational programs of Turnaround schools (SIG) in Nevada and Michigan and I have served on Regional Advisory committees for the U.S. Department of Education, Office of Innovation and Improvement, focused on providing comprehensive instructional improvement. Currently, I serve as interim Executive Director for Scholastic Achievement Partners West Region. As a result of my consultative and administrative experience, I have defined scalable and effective methodologies which have improved the educational and professional outcomes for PreK-12 students, teachers, and administrators. I am committed to educational excellence, and to the work of charting the course for the next generation of learners.

2012-Present Interim Executive Director Scholastic Achievement Partners, West Region

As a member of the Education Partnerships team currently providing products and services to the the following states-Idaho,California,Washington,Nevada,Hawai'i,Arizona,Oregon,Montana, Wyoming,Colorado, and Utah, I possess a deep knowledge of the K-12 educational market. I am responsible for all activities related to fiscal performance target/goals and collaborate with Senior Associates, the implementation team, district and county offices to drive renewals and Expansions, generate new business, and meet client needs.

2009 – Present Co-founder / Advisory Board – A+ Educators

In 2009 I formed a new non-profit along with eight other distinguished educators, university faculty, county superintendents, county curriculum directors, college trustees, principals and classroom teachers. Our mission is to provide opportunities for the professional development of teachers and administrators, to support and develop after school programs, and to provide for tutoring and access to community health services. **A PLUS** currently offers an after school program consisting of tutoring and mentoring for students at risk in Alameda County. This summer **A PLUS** will offer a variety of services to districts including best

practices coaching/mentoring for teachers, leadership mentoring, professional development, differentiated instruction, classroom management, and literacy/language support for English Learners.

Consultant - Teachscape

I currently work with significantly under-performing schools as part of the School Improvement Grant Program. **Achievements:** I established cycles of inquiry to align assessment, resources, and instruction and supported responsive systems of professional development which included professional learning communities and differentiated instructional resources, peer coaching and lesson study models. I developed coaching logs, differentiated rubrics, lesson plans for differentiated instruction using technology-enabled diagnostic tools. I am a certified Danielson Framework Trainer.

2009 - 2011

Program Director - UC Berkeley Extension, Education Department

As Program Director I developed curricula and managed viable certification programs of support for teachers. I currently manage programs for college career counseling, career and technical education, literacy, curriculum support, English language teacher authorization, and school reform/turnaround for instructional leaders. **Achievements:** I worked to foster relationships between the University and the broader community. I secured partnerships with the San Francisco Unified School District, Oakland Unified Schools, The Oakland Museum, and the Bay Area Writing Project to determine needs for building new courses, curricula and programs that are effective, meaningful and relevant. More recently, I developed course content for persistently under-performing schools which included best practices for school reform and turnaround. This has been a highly regarded program specifically designed for secondary school leaders (School Leadership Network). I researched and developed a series of courses for educators and parents,

which include: observing, assessing and instructing the early and intermediate literacy learner, differentiated instruction, young adult literature and literacy and the community. The courses were submitted to the Commission on Teacher Credentialing and were approved for the Reading Certificate. Based on enrollment data, these programs have provided certification and professional development support to over 1,000 teachers and administrators throughout the Bay Area.

2005-2009

Director of Outcomes / Administrative Team - Oakland United School District - Oasis High School, Lighthouse Charter

As a consultant for Lighthouse Charter I was a BTSA coach to three new teachers. I also developed and taught a program of literacy intervention to 56 under-resourced middle school students. **Achievements:** The program was a measurable success and was expanded to include 32 high school students. Based on pre and post STAR measurement, 84% of the students in the program made gains of one to two years in reading comprehension and fluency. At Oasis High School, I was part of the administrative staff as the Director of Outcomes. In this capacity, I led the leadership team, comprised of teachers, board members, and parents, who were responsible for revising the school charter and creating a new school improvement plan. Although the school charter was not renewed, the school improvement template was used for selected charter schools within the Los Angeles Unified School District.

2003-2005

Regional Associate Director, California Reading and Literature Project - San Jose Region University of California, Office of the President

I designed and presented materials for reading and literacy staff development and managed a budget in excess of \$1,750,000. I managed the program which included partnerships with over 50 districts within the San Jose region. I expanded the number of school and district partnerships from 175 to 300 and secured the funding for this increased capacity. I found and selected talented, enthusiastic educators to present literacy workshops to a broad audience of parents, staff and community members. **Achievement:** The Summer Institutes for teachers were well attended; evaluations of these Institutes were consistently high. I developed and instituted curricula as a part of the CAPI-PAD program designed to specifically address middle school and high school students-at-risk. This program was used in schools throughout the San Jose region.

- 2003 – 2009 Executive Coach/Consultant, Lodi, Madera and Fresno USDs Springboard Schools**
 As a consultant, I provided professional development support to the principals, teachers and parents of Madera Unified School District. I presented research-based workshops in data inquiry, analysis of student work, literacy, ELL Best Practices, child development and family literacy. I presented the Japanese lesson study model as well as my own research concerning Differentiated Instruction. **Achievements:** In 2007 and 2008, three focal school sites made double-digit improvement on both AYP and API measures, and are no longer Program Improvement schools. The consensus of opinion among teachers and administrators was that these documented gains were the result of the concerted efforts of all staff and parents, and my consistent, effective professional development.
- As an Executive Coach, I provided professional development support for the principals, staff and parents of Lane Elementary and Carver Middle schools in Fresno and Delta Sierra and Morada Middle schools in Lodi. **Achievements:** As the Team Lead and member of the Fresno and Lodi DAIT teams, I provided coaching and mentoring to county, district and school administrators involving data review, school and classroom cycles of inquiry, curriculum development, instructional alignment, ELL support and support for differentiated instruction. In Lodi, I also instituted a Japanese lesson plan study model. Teacher and administrator evaluations of my work were outstanding. As a Team Lead in coordinated efforts with district, school administrators teachers, and parents, nine of fourteen focal school sites in Fresno, six focal school sites in Lodi, three focal school sites in Madera successfully exited Program Improvement status. Documentation consists of AYP and API metrics, (2007-2008)
- 2000 – 2004 Consultant, LeapFrog, Emeryville, CA**
 As an educational consultant I worked on a project with Dr. Robert Calfee of Stanford University, which provided the initial development of literacy content for the Leap Pad. This content was incorporated into much of the interactive media currently in use with the Leap Pad.
- 1995 – 2000 Principal, Monroe Elementary School, (Mission District) San Francisco USD**
 I administered the Title I and SIP program: 485 students, 26 teachers, 13 paraprofessionals **Achievements:** Established Professional Learning Communities and rigorous professional development in reading and math content areas. During my administration, fourth grades achieved on average a 1.7 year gain; fifth grade: 1.4 year gain; third grade 1.6 year gain; second grade 1.6 year gain in reading comprehension and vocabulary development, as measured on pre-post STAR tests and on HM curriculum embedded tests. Our family literacy program, which supported the families of English Language Learners, was designated "notable" by the San Francisco School Volunteers.

EDUCATION

- Post Graduate Research: University of California, Berkeley with Dr. Susan Ebbers - Focus: Early Literacy – Phonological Awareness Processing, Vocabulary Development
- Post Graduate Research: Stanford University with Dr. Robert Calfee - Focus: Interactive Learning
- Ed.D. University of San Francisco - Curriculum and Instruction - Dissertation Focus: Instructional Alignment
- M.A., University of California, Berkeley - Education
- B.A., University of California, Berkeley - Social Sciences Integrated – with Honors

Credentials:

- Standard Teaching Credential (California, Hawaii)
- Standard Administrative Credential (California)

PROFESSIONAL AFFILIATIONS

Phi Delta Kappa, ACSA (Association of California School Administrators), NEA, NABSE (National Association of Black School Educators)

HONORS

- Master Teacher, University of California at Berkeley School of Education Intern Program
- Education Technology Advisory Board, U.C. Berkeley Extension
- Program Evaluator/Reviewer, i3 Grant 2010, 2011 U.S. Department of Education
- Regional Advisory Committee member, US Department of Education, Office of Innovation and Improvement (current)

SELECTED PUBLICATIONS AND PRESENTATIONS

- Malandra, L. Differentiated Instruction (In publication), Sopris-West.
- Contributing Author for *CORE Sourcebook*, Chapters 23 and 24. Arena Press, 1995, Novato, CA.
- Numerous articles and presentations for: INTED Conferences, Madrid and Frankfurt, California Reading and Literacy Project, Springboard Schools, International Reading Association, CRA and ACSA

Helen B. Luster, Ed. D

4111 Bluebill Drive, Suffolk, VA 23435

Home: 757. 538.1347 Cell: 757.647.9288

E-mail: helenblusterinc@charter.net

EDUCATION

Doctorate in Education, Ed. D with a concentration in Mathematics Education, Los Angeles University, Los Angeles, California, 2005.

Master of Arts in Teaching with a concentration in Curriculum and Instruction, Los Angeles University, Los Angeles, California, 1990.

Bachelor of Science, Mathematics, Norfolk State University, 1971

Diploma, Booker T. Washington High School, Norfolk, Virginia, 1967

ACADEMIC/TEACHING EXPERIENCE

- Mathematics Consultant for Richmond Public Schools, September 2010- June 2011.
- Mathematics Consultant for Sussex County Public Schools, Sussex, VA, *September 2009-September 2010.*
- Mathematics Consultant for Richmond Public Schools, Richmond, VA, *September 2007 – June 2010.*
- Mathematics Technical Support Consultant for the Virginia Department of Education, Richmond, VA, *September 2007- present*
- Director of Praxis Center, Hampton University, Department of Education, Hampton, VA, *August 2002 – June 2009*
- Prepare undergraduate and graduate students for professional assessments.
- Supervise and guide students' tutorial guidelines.
- Conduct direct in-class instructions in mathematics.
- Manage Title III Praxis Center's yearly budget (\$200,0000).
- Supervise job performance of four professional staff members and two graduate students.
- Participate in hiring of additional specialists
- Chairperson of the Mathematics Department, Churchland High School, Portsmouth, VA, 1997 – 2001.
- Coordinator, Mathematics Curriculum and Instruction, Portsmouth, VA, 2002-2003
- SOL Program Coordinator, Churchland High, Portsmouth, VA, 1997-2001
- Math teacher, Churchland High School, Portsmouth, VA, 1983-2001.
- Math teacher, Wilson High School, Portsmouth, Virginia, 1982-1983
- Math teacher, Churchland High School, Portsmouth, Virginia, 1973-1979
- Math teacher, Suffolk High, Suffolk, Virginia, 1971-1973

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| COURSES TAUGHT |
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High School

- Basic Mathematics
- Algebra I
- Geometry
- Algebra II
- Trigonometry
- Calculus and Advanced Calculus

Graduate

- Number and Number Sense
- Geometry and Measurement
- Teaching Mathematics for the 21st Century
- Collaboration & Co-Teaching for Mathematics & Special Educators
- Teaching Mathematics in the Secondary School

COURSES DEVELOPED

- Developed course titled “An Integrated Approach to Teaching Mathematics” for teachers in middle and high school. The effort involved writing an extensive study guide for teachers to use in their classroom.
- Designed and developed graduate lessons for graduate course titled “Geometry and Measurement”. The writing of the course work involved writing an extensive study guide for teachers along with hands-on activities for the teachers to use in their classroom. This course was offered during the summer.
- Designed and developed graduate lessons for graduate course titled “Number and Number Sense”. The writing of the course work involved writing an extensive study guide for teachers along with hands-on activities for the teachers to use in their classroom. This course was offered during the summer.

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

- TI-Calculator Consultant for Suffolk Public Schools. Title: Graphing Calculator with teaching Algebra II
- Math Mentor at Cradock Middle Schools for three new math teachers (school years: 2007-2008;2008-2009; 2009-2010)
- Coordinator for the development of district level assessment in Algebra I.
- Facilitator for staff development on using computer in the classroom, and vertical teaming. Title: Blending the Old with the New

- Developed curriculum for SOL Remediation Program for Portsmouth Public Schools and Sussex County Public Schools.
- Developed the structure and packages used by tutors for SOL Remediation during the school day at Boushall Middle School
- Presenter of mathematics workshops for teachers at professional conferences at the local, state, and national levels.
 1. Local Conferences: **Presenter:** Collaborating and Co-Teaching between Math and Special Educators (Principal Directed Staff Development In-service Sussex Central High School); **Presenter:** Teaching SOL and Teaching Beyond for grades 6-8 (James Russell Middle School); **Presenter:** Teaching the SOL and Teaching Beyond for Algebra and Geometry (Richmond Public Schools); **Presenter:** Teaching Strategies That Level the Playing Field; and Learning, Enjoying, and Succeeding in Mathematics (Mecklenburg County Public Schools) ; **Presenter:** Transitioning to the 2009 Math Standards of Learning/Teaching Mathematics in the 21st Century (Sussex County Public Schools)
 2. State Conferences: **Presenter:** Algebra and 21st Century Connections: Implications for Instruction (Richmond City); **Co-presenter:** Virginia Council of Teachers of Mathematics 31st Annual Conference (James Madison) **Presenter:** Using Technology, Manipulatives, and Graphic Organizers Appropriately in the Teaching of Mathematics (Norfolk, VA).
 3. National Conferences: **Presenter:** Algebra! It's Not Hard; in Fact, It's Child Play (San Antonio); **Presenter:** Teaching and Hands-On Teaching (Philadelphia)
- Chairperson of the Curriculum and Pacing Guides Committee for all SOL Secondary Math Courses for the Portsmouth Public Schools and Sussex County Public Schools
- Co-teacher for teaching the Measurement and Geometry SOL to Virginia Upper Elementary teachers through University of Virginia.
- Teacher for the staff development courses through Norfolk State University.
- Teacher for the Hands-On Equation Learning System: Learning to teach Algebra a New Way for Upper Elementary and Middle School teachers

ACADEMIC HONORS AND AWARDS

- Who's Who in Education for 2005
- Teacher of the Year, Portsmouth, VA
- Great Woman of the 21st Century
- Radio Shack Technology Award
- Virginia Department of Education Certificate of Appreciation
- Tidewater Council of Mathematics Teachers Certificate of Appreciation

- Runner-up Virginia Council Teachers of Mathematics

PUBLICATIONS

- Co-author a teaching lesson “Let There Be Light”, connecting Math and Biology through a grant from the Va. State Department of Education.
- Author of *Preparing for the Algebra I Test*, published by AMSCO.
- Author of *Preparing for the Geometry Test*, published by AMSCO.
- Co-author of *Preparing for the Algebra II Test*, published by AMSCO.
- Author of *My First Mathematics Book*, published by Helen B. Luster, Inc.

SERVICE- PROFESSIONAL

- Mathematics Coach
- Mathematics Mentor
- Reviewer for Virginia Department of Education, SOL Geometry Item
- Review/Content Committee
- Reviewer for Algebra I, Geometry, and Algebra II Instructional Modules
- Reviewer for Glencoe/McGraw-Hill
- Member of the Virginia Mathematics Teacher Advisory Board
- Math Counts Grader
- Professional Affiliations
 - Member, VCTM, lifetime
 - Member, TCTM, 2008-present
 - Member, NCTM, 1980-present
 - Member, WME, 2000-present
 - Member, Kappa Delta PI, 2003-present
 - Member, Benjamin Banneker Association of Mathematics Teachers, 1999-present

COMMUNITY- SERVICE

- Volunteer checker, Math Counts
- Volunteer tutor, Upward Bound.
- Volunteer, March of Dimes.
- Volunteer, Cancer Research
- Weekend Volunteer Tutor, Portsmouth Schools.
- Member, Educational Partnership Board, Hampton University
- Volunteer speaker, Hampton Public Schools, Mathematics Teachers
- Volunteer speaker, The Youth education Service Program- YES, National Sorority of Phi Delta Kappa, Inc.

Karen E. Harden

1516 Stokes Station Road, Goochland, VA 23063
Cell: (973) 699-4749 Home: (804) 457-2871
Email: <mailto:keliharone@gmail.com>

CAREER PROFILE:

I am a versatile and resourceful change management, public education, and training resource with business acumen, organizational awareness with proven change management and training abilities. I am a very knowledgeable of Change Management and Training methodology, strategy and tools. Additionally, I possess excellent documentation, curriculum creation and problem solving skills. As an employer, you will have an employee that is capable of working independently, as well as part of a team.

EXPERIENCE:

GOOCHLAND COUNTY PUBLIC SCHOOLS
Goochland, Virginia

August 2004 – Present

Faculty Leadership and Advisory Council (FLAC) – Instructional Leadership Duties and Responsibilities, 08/11 - Present

- Serve as Department Leader/Liaison for Career and Technical Education
- Work with Data team to disaggregate SOL data as reported through EIMS
- Coordinate the First Lego League Robotics Program for the Middle School and serve as a mentor for the four teams
- Facilitate Professional Development Seminars
- Work on the District Level and Building Level Budgetary Process
- Interviewed and selected qualified candidates to complete our faculty for 2012-2013
- Served as the Summer School Administrator for the 2012 session
- Built the Master Schedule to meet the instructional needs of a comprehensive Middle School
- Developed the school wide SOL testing scheduling and uploaded the sessions into Pearson for the entire site
- Developed and implemented a remediation and enrichment course to address the needs of our students (F. O. C. U. S.)
- Worked as the Student Ambassador to promote connections and relationships between our staff and student body

Career and Technology Education Teacher, 08/06 – Present

- Follows professional practices consistent with school and system policies in working with students, student's records, parents and colleagues.
- Develop strategies to meet the needs of each individual student.
- Instruct students in academic subjects according to school curriculum.
- Create curriculum, pacing guides and all related documentation for new technology courses added to middle school offerings
- Modify and develop daily curriculum needed based on techniques required for individual learning styles and approved curriculum.
- Complete report cards and progress reports on each student's progress
- Plan and supervise class projects, recreational activities, art activities and field trips. Administers specialized testing as necessary.
- Attend professional meetings, educational conferences and training workshops in order to maintain and improve professional competence.
- Plan lessons as per the given curriculum. Teach students in such a manner that they understand the subject and gain knowledge.
- Assign class work, check and give feedback to students. Grade assignments and exam papers.
- Give tips to students to improve their performance.
- Advise the yearbook staff and oversee entire process from concept to completion
- Coordinate all efforts for the three Lego Robotics teams, assist the coaches and acts as a mentor for all teams
- Teach Mathematics remediation including: arithmetic, algebra and geometry.
- Teach Summer remediation curriculum including Math and English

Substitute Teacher, 08/04 – 08/06

- Created daily lesson plans, study guides and tests to include Marking Period evaluations for two long term assignments – Science 6 and 7 to include Gifted and Accelerated classes and Technology Education
- Developed project guidelines, rubrics and templates and created preparatory exercises to complement the student manuals and lesson guides for Technology Education modules
- Developed and implemented curriculum for Technology Education for sixth and seventh grade students
- Performed as a Special Needs Instructional Assistant
- Participated in staff, department, and training meetings

THE BOC GROUP

Murray Hill, New Jersey

February 1995 – January 2004

IM Projects Change Management Lead, 12/02 – 01/04

- Interacted with Process Owners and Implementation Managers in U.S., U.K. and Australia to understand SAP system design requirements, direction, and ultimately impacts to the end user system
- Conducted Audience Impact Analysis, Risk Assessments & Role Identification Analysis to determine end user training audience.
- Developed and rolled out communication and implementation plans for Change Management lead and Project team constituents.
- Identified training approach and delivery requirements based on best practices and impacted audience needs
- Participated in project team meetings, as well as Change Management meetings in order to prioritize work activities, report progress, identify obstacles, and develop strategies to address obstacles
- Structured ongoing sustainability approach post system implementation.

Change Management/Training Lead - IM SAP Project Systems Global Implementation Project, 04/02 – 11/02

- Selected by the business unit to deliver the execution of the overall training requirements for all zones, US, UK, South Africa and Australia SAP rollouts for Project Systems (based in the UK for 5 months of tenure)
- Managed a training team consisting of 6 developers, building the SAP training content
- Created and executed a training delivery calendar, impacting 400 users across four zones, utilizing 14 training rooms for 10 courses
- Designed and delivered computer based training curriculum and trained four coaches with the ultimate goal of supporting the training delivery processes in the four different zones simultaneously
- Coordinated site set up of all technical requirements for the training sites, including tech support, hardware, connectivity and logistics
- Developed and manage vendor relationship for all printing and shipping requirements of training materials
- Interpreted the metrics as outputs of training to evaluate quality of courses and end user comprehension
- Manage internal requirements of training updates via business process owners' suggestions.

Lead, Training Developer and Coach - North America SAP Project, 04/01 - 03/02

- Developed new, and modified existing training modules/courses to be rolled out for SAP version 4.6 implementation for users who use SAP for various business processes in PGS, ISP and Finance
- Trained new developers on the process for developing material, including creating templates and manuals for coursework to ensure consistency and fluidity of materials
- Created and loaded data for SAP training database in order for consecutive classes to take place with reliable data
- Consulted and coordinated with Sr. Management and Business Process Teams for review and user acceptance
- Partnered with Business Process Specialists to develop enhancement specifications
- Communicated to Expert Users/End Users and those indirectly affected by new processes, training etc.
- Piloted training materials with users and delivered training courses to Expert Users/End Users
- Evaluated user competence during training through business scenarios and on-line assessments, where appropriate
- Coordinated and executed all requirements for the SAP online help system, including technical support, language translation requirements of online help system, translation of help documentation (partnering with an external vendor), creation and loading of online help documentation for End Users.

IM Management Associate/ Change Management Trainee, 10/99 – 03/01

- Supported IM division human resource administration including employee attendance and scheduling, assisting in the hiring process of all new hires and termination process when applicable, liaised with human resource allocated to IM division
- Arranged orientation and training for all IM new hires and consultants, providing them with improved BOC support skills and increased familiarity with the BOC culture
- Efficiently managed schedule of IM Global Vice Presidents and US IM staff and handled unresolved issues and provided direction for call resolution on problems escalated from other business units and zones
- Assisted in the development and implementation of new workflow and business process
- Developed training materials and appropriate training deliverable standards
- Tested training systems in preparation for training delivery and ensured training infrastructure requirements were identified.

Junior Planning Engineer – Process Plants Division, 02/95 – 09/99 (Contracted consultant 08/94 – 01/95)

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

- Provided technical and analytical support for the Man-hour Control System (MCS) and Time Recording System (TRS)
- Implemented and assisted project group in interpreting and analyzing project plans and reports to meet schedule needs and accommodate resource restrictions
- Implemented internal and customer changes into the project plans and verified corrections of weekly and monthly reports
- Updated monthly forecasts for all projects assigned and assisted other planners in forecasting and monthly reconciliation and cost evaluations
- Assisted in the implementation of office space planning and relocations.

VPSI**December 1989 – July 1994***Parsippany, New Jersey****Program Manager, 07/90 - 07/94***

- Efficiently managed tri-state vanpool and leasing operations
- Supervised four customer service and marketing employees including hiring, training and wage administration processes
- Prepared and executed annual budgets for operation expense and resource allocation, monthly inventory forecasts, staffing reports and progress measurement statements
- Liaised with service vendors, rideshare agencies and sponsors
- Marketed services to prospective clients and maintained customer relationships with existing clients.

Management Trainee – Richmond, 12/89 - 06/90

- Marketed services to prospective clients and maintained customer relationships with existing clients
- Assisted manager in supervision of vanpool and leasing clients
- Efficiently organized and prioritized office workflow and customer requirements.

EDUCATION**Virginia Tech**, Blacksburg, VA

Master of Educational Leadership and Policy Studies

3.98 GPA**August 2011 – Anticipated May 2013****Virginia Tech**, Blacksburg, VA

CTE Teacher Certification and Licensure

3.96 GPA**January 2007 – May 2009****New Brunswick Theological Seminary**, New Brunswick, NJ

Master of Divinity

3.60 GPA**January 2001 – December 2003****Virginia Commonwealth University**, Richmond, VA

Bachelor of Science in Business Foundation and Marketing

Cum Laude, Beta Gamma Sigma

3.452 GPA**August 1985 – May 1989****COMPUTER EXPERIENCE:**

Adobe Productivity Tools, EZBook, iWork Suite, LabVolt Modules, Lego Mindstorms NXT, Microsoft Office Suite, Paint Shop Pro, PowerGrade, PowerSchool, Primavera Project Planner, Remote Desktop, RoboHelp, SAP, STT, Tivoli.

REFERENCES:**PROFESSIONAL REFERENCES:****JOHNETTE BURDETTE, Principal****Goochland Middle School****3250B River Road West****Goochland, Virginia 23063****(804) 556-5320****BRUCE CLAIBORNE, Pastor****One Family Ministry****23058 Palace Green Road****Ruther Glen, Virginia 22546****(804) 448-0891**

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

KATHY BARRETT, Change Management Lead
Accenture
12121 Tango Lane, Apt. 206
Raleigh, NC 27613
(908) 405-9076

PERSONAL REFERENCE:

HOWARD TAYLOR
1524 Yeardley Drive
Richmond, Virginia 23225
(804) 231-2926

Samuel A. Miranda

6221 2ND Street NW, Washington, DC 20011 ■ Tel: 202.903.4611 ■
sami.miranda@gmail.com

EDUCATION

Bennington College Writing Seminars, Bennington, VT
MFA in Poetry January 2004

Georgetown University, Washington, DC
BA in English and Fine Arts May 1992

Teach For America
Corp Member, Washington DC 1992-1994

EMPLOYMENT HISTORY

Center City Public Charter Schools Brightwood Campus July 2010 to Present
Instructional Coach
Co-plan lessons and units, observe and give feedback, facilitate the review and interpretation of data, facilitate process for implementing systems and best practices that would support instruction Develop professional development that supports school wide and district wide goals.
June 2009-June 2010

DC Commission on the Arts and Humanities
Arts Education Coordinator
Manage arts education grants, assist in the evaluation and revision of grant programs, conduct outreach to schools, artists and arts organizations in order to increase participation in grants programs, develop and deliver workshops for applicants in grant writing and residency development, conduct site visits of grantee programs, build relationships with school district, city government and individual schools in order to support arts education programming, initiate and maintain an inventory of arts education programming in schools and other venues.

Institute for Student Achievement September 2009-June 2010
School Coach
Work with teachers and principal in order to set the groundwork for a culture of inquiry. Co-plan lessons and units, observe and give feedback, facilitate the review and interpretation of data, facilitate process for implementing systems and best practices that would support instruction that builds college ready students. Develop training modules in differentiation and curriculum mapping.

Educational Consultant/Trainer 2002-Present
Develop and facilitate professional development for district public schools and charter public schools on literacy, professional learning communities, curriculum development, addressing the needs of English language learners and arts integration.

Art Institute of Washington October 2008-March 2009
Taught sections of English Composition and English Literature focusing on critical thinking and writing.

Bell Multicultural High School, Washington, DC

Academy Coordinator, Multi-Lingual Communications and the Arts February 2006-July 2007
Supervised, supported and evaluated teachers, managed a community of 130 students, created arts partnerships, assisted teachers in writing and tuning curriculum, ran workshops for new teachers on best Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

practices.

Literacy Coordinator

June 2004-January 2006

Co-developed and facilitated six-week curriculum development institute for teachers in all subject areas. Implemented a literacy plan, which included whole school assessment, on-going professional development in literacy strategies and the creation of classroom libraries, and supervised the implementation of Read 180 courses for students reading below grade level.

Teacher

September 1996-January 2006

Taught ninth and tenth grade English and developed curriculum for and taught multi-grade creative writing elective, developed service learning projects and served as English Department Chair for the 03-04 academic year.

Sidwell Friends School, Lower Campus, Bethesda, MD

Teacher

September 1995-June 1996

Team taught Pre-kindergarten-Kindergarten class.

Edison Elementary School, San Diego, CA

Teacher

July 1994-July 1995

Taught bilingual first and second grade combination class.

Harrison Elementary School, Washington, DC

Teacher

September 1992-June 1994

Taught fourth and fifth grade ESL pullout classes, served as Bilingual Service Provider assessing and monitoring a caseload of 25 students. Served as translator and liaison between school staff and parents who spoke only Spanish.

TEACHER TRAINING/CONSULTANCIES

Office of Bilingual Education, DCPS, Washington, DC

January 2009-June 2009t

Developed training and guidelines for Saturday program geared to prepare students for standardized test in reading. Observed and supported mainstream teachers in instruction for English Language Learners. Administered speaking test for ACCESS test.

Bell Multicultural High School, Washington, DC

May 2008-August 2008

Developed hiring protocols for open positions, initiated candidate searches, interviewed potential teacher candidates, scheduled, observed and evaluated sample teaching lessons and made hiring recommendations.

Next Step Public Charter School, Washington, DC

August 2007-April 2009

Worked with Principal and lead teachers to create professional development plan, facilitated monthly workshops with teachers and administrators focused on curriculum development, data analysis, grading and assessment. Coached Principal and Professional Developer in setting up structures for professional development, coaching, using data to inform instruction

Latin American Montessori Bilingual Public Charter School, Washington, DC

August 2007-August 2008

Developed and co-facilitated workshops for teachers focused on data analysis and aligning district standards and local school objectives. Worked with principal to tune year-long professional development plan and develop agendas for teacher professional development. Worked with principal to restructure the teacher observation and supervision process.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

McComb School District, McComb Mississippi*July 2007-October 2007*

Developed and facilitated workshops focused on curriculum development, creating and maintaining professional learning communities, and data analysis, for teachers and administrators. Conducted observations and conferenced with teachers. Assisted principals in developing professional development sessions.

National Council of La Raza (NCLR), TX, CA, DC*Summer 2002, 2003, 2005*

Co-developed and facilitated a new teacher institute for teachers working in NCLR's national network of affiliate schools, with a concentration on curriculum development and classroom climate.

National Center on Education and the Economy (NCEE), New York, NY*Summer 2003*

Trained New York City public school teachers and administrators in literacy curriculum for secondary students reading below grade level.

DCPS Young Writers Conference, Washington, DC*August 2002*

"Creating Family and Community Histories Using Portrait Poems." Co-facilitated workshop on standards, rubrics, and the use of portfolios.

America's Choice Annual Conference, San Diego, CA*May 2001*

"Using Poetry with English Language Learners"

Nueva Esperanza Academy Charter High School, Philadelphia, PA*August 2000*

"Improving Literacy Through Service Learning and the Use of Children's Literature"

National Council of La Raza Annual Conference, San Diego, CA*July 2000*

"Layering the Learning: Service Learning in a Multicultural, Multilingual Community"

WRITING WORKSHOPS AND CURATION**American Poetry Museum and DC Youth Slam Team, Washington, DC***June 2008-August 2008*

Developed and delivered poetry workshops for young people between the ages of 14-18 revolving around poetry as portraiture, collaborative poetry and found poetry.

American Poetry Museum, Washington, DC*July 2008*

Developed and delivered poetry workshops that allowed young people between the ages of 10-15 to create poems based on images hanging in the museum's gallery space.

Acentos Writer's Workshop, Bronx New York*January 2010*

Developed a two hour poetry workshop for adults delivered at the Acentos Worksop Series at Hostos Community College.

Folger Poets In School Program*November 2009-January 2009*

Developed a series of six workshops that allowed students to generate poems, revise and prepare for performance.

DC Youth Slam Team Workshops, Washington, DC*Summer 2008 and 2009*

Developed and delivered a series of workshops that would allow participants to craft group poems that work on the page and stage.

Sabor Sunday Series, Washington, DC*March 2009-October 2009*

Curate series once a month, that brings two artists, two poets and a trio of musicians together in order to bring their work into conversation.

**Café Groove/Youth Creative Expressions Performance Workshops for
Teens, Prince Georges County, MD**

May 2009-June 2009

Developed and delivered a series of three poetry workshops culminating in a poetry reading that featured the work of teen participants.

Centro Nia, “Metamorphosis Project”, Washington DC

January 2009-May 2009

Developed and delivered workshops for young women that allowed them to craft individual and collaborative poems.

PUBLICATIONS

- “Correspondence,” “We Is,” “Tia Mina Goes to the Beach to Feel Light Again,” forthcoming in Acentos Literary Review (February 2010) <http://www.acentosreview.com>
- “Bacon’s Funeral Home” Full Moon on K Street: Poems About Washington, DC, Kim Roberts, Editor
- “The Tecata Dances on Park Road” Beltway: A Poetry Quarterly, Volume 7, Number 3 (Summer, 2006) <http://washingtonart.com/beltway/miranda2.html>
- “How to Listen to Boleros” MiPoesias: Revista Literaria Volume 19, Issue 2, 2005, <http://www.mipoesias.com/Volume19Issue2/miranda.html>
- “Traffic Light Shoot Out,” “Greetings From the War,” “And Miriam Cried,” “Boredom Creates Opportunity,” “I Fear the Howling of Hounds” Beltway: A Poetry Quarterly Volume 6, Number 2 (Spring, 2005) <http://washingtonart.com/beltway/miranda.html>
- “Gallo” The Chiron Review Issue #77 (Winter, 2004)
- “Greetings From the War,” “When War Comes How Will We Identify The Innocent,” DC Poets Against the War An Anthology, (Second Edition) Sarah Browning, Naomi Ayala, Michele Elliott, and Danny Rose, editors
- “Pure Poetry” The Washington Post Magazine April 9, 2000
- “Yours, Mines, Ours?” Rethinking Schools Volume 13 Number 4 Summer 1999

POETRY READINGS

- Split this Rock Showcase @ Intersections, Atlas Performing Arts Center, Washington, DC February 2011
- Latinez/Latinhood, Salvadoran Consulate, Washington, DC February 2011
- On the Corner of Poetry and Main, Birdies Café, Westminster, MD November 2010
- Starbucks Café, Annapolis, MD April 2010
- Folger Shakespeare Library: When Words Collide INTERSECTIONS: A New America February 2010
- Arts Festival, Atlas Performing Arts Center, Washington, DC
- Nine on the Ninth, Busboys and Poets, Washington, DC January 2010
- Art Salon at Longview Gallery, DC Commission on the Arts and Humanities, Washington, DC November 2009
- 3rd Friday Perverse, Hamilton Arts Gallery, Baltimore, MD October 2009
- Capital Book Festival, Largo, MD October 2009
- Busboys and Poets at Art-O-Matic, Washington, DC June 2009
- Café Groove, Langley Park Community Center, Hyattsville, MD June 2009
- Sabor Sunday Series, Sabor Café, Washington DC May 2009
- “Sabor Latino!/Latin Flavor”, Anne Arundel Community College, Arnold, MD October 2008
- Carnaval del Corazon Rhythm, Smithsonian Museum of American Art, Washington, DC October 2008
- Acentos Reading Series, Bruckner Bar and Grill, Bronx, NY June 2008
- Intersections Reading Series, Honfleur Gallery, Washington, DC April 2008
- Intersections Reading Series, Honfleur Gallery, Washington, DC February 2008
- Dreams of America Reading Series, Folger Shakespeare Library, Washington, DC May 2002

- George Mason University, Fairfax, VA *June 2001*
- Montgomery County Public Television, Rockville, MD *June 2001*
- National Council of La Raza Annual Conference, San Diego, CA *July 2000*
- Kennedy Center, Washington, DC *June 2000*
- Arts Club of Washington, Washington, DC *October 1999*
- Dem Migos Be Thinking, Gala Hispanic Theater, Washington, DC *March 1999*
- Ascension Poetry Reading #128, Vertigo Books, Washington, DC *April 1998*

EXHIBITS

- “Latinez/Latinhood” Group Show, Salvadoran Consulate, Washington, DC *February 2011*
- Afro-Boricua Exhibit, One Man Show, Anne Arundel Community College *February 2011*
- Perspectivas Latinas Group Show, Anne Arundel Community College, Arnold, MD *September 2010*
- Love, Hope and Art, Group Show, Pope John Paul II Cultural Center, Washington, DC *October 2009*
- Sabor Café, Washington, DC *March 2009*
- Para Eso La Palabra, Peña Cultural, Haskell Center, Washington, DC *October 2008*
- Latin American Art and Poetry, Group Show, AED Conference Center, Washington, DC *September 2008*
- Perspectivas Latinas, Group Show, Anne Arundel Community College, Arnold, MD *September 2008*
- Coloured: Finding Your Hue, Group Show, Pacific Café Lounge, Washington, DC *June 2008*
- Tres Raices at , Group Show, Rumberos Restaurant and Gallery, Washington, DC *March 2008*
- Five Artists/Tres Raices Group Show, Galeria Uno, Washington, DC *December 2007*
- Bachelor of Fine Arts Thesis Show, Georgetown University, Washington, DC *May 1992*

SKILLS

- Proficient in Mac and Windows operating systems, Microsoft Office Suite, Photoshop, Illustrator, InDesign.
- Fluent in Spanish

PATRICIA WOOD SMITH

9034 Shari Drive ♦ Richmond, Virginia 23228 ♦ (804) 266-1982 ♦ beautimage2@aol.com

PROFESSIONAL OBJECTIVE

Seeking a challenging and rewarding position in Curriculum Development and Delivery.

QUALIFICATION SUMMARY

A Bachelor of Science in Elementary Education, with an Endorsement in Secondary Education, and a Kg.-Algebra I Certification, accompanied by over 35 year years of managerial experience in education as well as the business arena, which are highlighted by the proven ability to lead and inspire. A life long learner committed to creating a safe and nurturing environment, a culture of growth and motivation, student centered learning led by innovative data practices, an open dialog between the school and community, the implementation of instructional practices which directly involve the millennial, as well as the ability to correlate instruction which includes state and federal specified content. Knowledge in curriculum and instructional skills, which include:

Staff Development/Grade Level Teaming /On – Line Grading/Remediation Practices/ Classroom Management/Individual Educational Plans/Data Analysis/ Technology Infused Lesson Development/ Scheduling/ Budgeting/ SOL Site Coordination/ Colleague Motivation/ Mentorship Programs/ Staffing/ Evaluation & Supervision/ Gifted Certification/Lesson Development/ Student Reward Based Systems/ Behavioral Contracts/ Mac & PC Competent /Community Relations/Parent Teacher Student Relations/

PROFESSIONAL EXPERIENCE

GOOCHLAND COUNTY PUBLIC SCHOOLS

August 1984– Present

Goochland Middle School

Department Chair

August 1984– Present

Opened a brand new state of the art facility, with cutting edge technology dedicated to student achievement, as Department Chair. In collaboration with the entire Math Department, worked to ensure the Pacing is on task and correlates with the Blue Prints issued by the DOE. Being a more experiment educator, I have severed as a Mentor for First year teachers for the past 27 years. As a vital part of the Instructional Leadership Team, I provide real-time data for students, parents, teachers, and the Administration for review and planning purposes.

- ♦ **New Building**
- ♦ **Innovative Technology**
- ♦ **Accredited** 6 consecutive years
- ♦ **AYP** 2 consecutive years and 3 consecutive years prior
- ♦ **Data Analysis for the Match Department**
- ♦ **Development of the School Improvement Plan**
- ♦ **Coordinator** of “GMS Math Nights”
- ♦ Review Team member for **Virginia Grade Level Assessments (VGLA)**
- ♦ Revamped Math **curriculum** yearly as warranted by the state
- ♦ **Highest Math** scores in the State (95% pass rate) for the 2008 School Year
- ♦ **Professional Development Presenter**

GOOCHLAND COUNTY PUBLIC SCHOOLS

August 1984– Present

Goochland Middle School

Teacher of Mathematics

August 1984 – Present

Design and implementation of comprehensive lesson plans based on the standards as mandated by they state. Worked with fellow educators to close the achievement gap between various sub-groups and the majority. Consistently the highest Math scores in the department, with a pass rate of 95% for the past two years Data Analysis of student data for use in data driven instruction.

- ♦ **Methodologies** to meet the needs of all learners
- ♦ Current and **Resourceful Blog** – Real life **application** of concepts
- ♦ Various **Professional Development** activities for math department

Michigan Department of Education
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Kanawha Elementary School

August 1977 – June 1984

Teacher

August 1977 – June 1984

Classroom teacher /ESSA Math Support assigned to work with low achievers in the area of Mathematics. Developed grade-level curriculum and led classroom instruction in a self contained setting, with the responsibility of ensuring student achievement in all content areas. The experience afforded me an opportunity to create learning groups, and showed the importance of interdisciplinary instruction, which has been vital to the above-mentioned State Scores.

- ◆ **Scheduling** based on a **needs assessments**
- ◆ **Timely** and **proper** pacing
- ◆ Centers for Core Content subjects to implement a **child-based hands-on curriculum**.
- ◆ Fostered a sense of curiosity and a deeper understanding of **interdisciplinary** subjects through **thematic** study.
- ◆ Weekly **newsletters** to encourage open communication with parents.

EDUCATION

VIRGINIA COMMONWEALTH UNIVERSITY

August 1970 – May 1974

Bachelor of Science-Elementary Education- Virginia Commonwealth University
Certification in Mathematics (K – Algebra 1) - Virginia Department of Education

ACHIEVEMENTS AND HONORS

- ◆ Lead Teacher- Grade 5 (1980-1982)
- ◆ Mathematics textbook adoption for Goochland Middle School
- ◆ SCA Sponsor (1995-2006)
- ◆ School Improvement Committee (Mathematics Department)
- ◆ New Teacher Orientation - Mentor
- ◆ National Honor Society (1984-1995)
- ◆ After-school tutoring Program for students (1988)
- ◆ Student Mentorship
- ◆ **•Math Department Chairperson (1990-2006, 2008- present)**
- ◆ **•Grade 7 Team Leader (2007-2008)**
- ◆ **Teacher of the Year (2000-2001)**
- ◆ Implementation of block scheduling

PROFESSIONAL AFFILIATIONS

- ◆ National Education Association
- ◆ Virginia Education Association
- ◆ Goochland Education Association
- ◆ National Council of Teachers of Mathematics
- ◆ Delta Kappa Gamma Society-Alpha Epsilon Chapter

Darry Strickland

2101 New Hampshire Avenue NW, Apt 107, Washington, DC 20009
darry.strickland@gmail.com | 202-270-0191

EDUCATION/TRAINING

| | |
|---|----------------|
| Davidson College, Bachelor of Arts, History | June 1991 |
| Trinity University, Masters of Educational Administration | June 2006 |
| Teach For America, Corps Member | 1992-1994 |
| New Leaders for New Schools, Resident Principal | June 2005-2007 |

EMPLOYMENT HISTORY

Columbia Heights Educational Campus, Bell Multicultural High School

| | |
|---|-------------------|
| Lead Assistant Principal | June 2005-present |
| <i>Ninth Grade Small Learning Community Administrator</i> | June 2005-present |

- Served as lead instructional designer and facilitator on the staff of DCPS Assistant Secondary Superintendent for Secondary Principals'
- Manage and supervise the custodial and security staffs
- Assist the principal in organizational development, long range and short term planning, and overall program evaluation
- Plan and facilitate all monthly and beginning of the year staff development sessions
- Design the Columbia Heights Educational Campus' Digital Portfolios and the Ninth Grade Small Learning Community's Digital Portfolio Curriculum Exhibition
- Author the "Columbia Heights Educational Campus Creed" recited at all school assemblies
- Initiate the CHEC 7 Literacy strategies as a comprehensive set of a student-centered, research-based strategies that facilitate literacy development
- Create and coach the Bell Multicultural Boys Basketball Program

Social Studies Department Chairperson *June 2005-present*

- Lead a group of ten Social Studies teachers, grades 6-12 in curriculum development and data-driven decision-making
- Create a website to archive and organize the alignment of CHEC Social Studies courses to the Advanced Placement's United States History and World History exams
- Create a document-based formative assessment system focusing on analyzing primary source critical analysis reasoning and analysis standards
- Organize CHEC's First National History Day Project

National Council of La Raza

August 2003-June 2004

Regional Education Director

- Provided on-site coaching to school principals and leadership teams in collaborative protocols for data-driven decision-making, curriculum design and assessment
- Planned and co-facilitated quarterly cohort meetings for twelve Early College Project High Schools and their leadership teams
- Designed and facilitated National Council of La Raza's New Teacher Institute summer professional development

DC VOICE

August 2001-June 2002

Professional Development Coordinator

- Created, nurtured and facilitated professional learning communities in three DC Public Schools using collaborative protocols
- Coached principals and leadership teams in protocols for analyzing teacher and student work
- Planned and facilitated monthly Principals' Center Meetings
- Designed and facilitated DC VOICES' first Literacy Institute

The New Teacher Project

June 2001-August 2001

Curriculum Specialist

- Trained new teachers in Readers' and Writers' workshop, classroom management and assessment design
- Coached new teachers and led professional development sessions in curriculum, instruction and assessment

Maya Angelou Public Charter School,

1998-2001

Humanities teacher

- Created and taught courses in English, History and Poetry for 9th-12th grade students

Eugene Meyer Elementary,

Second and third grade teacher

August 1993-1998

- Taught self-contained second and third grade classes with a focus on Readers' and Writers' Workshop

Instructional Designer

- National Council of La Raza's New Teacher Institute August 2001-2002
- National Council of La Raza's Latino Literacy Institute March 2002
- DC VOICE, Literacy Initiative June 2002

Curriculum Developer

Media Literacy curriculum for English I titled: "The Big Sell: Analyzing Media Bias"

- Chess Challenge DC
- "The Third Eye", Ninth Grade Literacy Curriculum

Certified Facilitator/Trainer

- National Writing Project, Teacher Consultant July 1995-present
- National School Reform Faculty, Coach May 2002-present

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

- Understanding by Design, Trainer
- New Teacher Center, Trainer

July 2007-present
June 2009-present

THOMASYNE A. BEVERLY

✉ 5243 Misty Spring Dr. Midlothian, Virginia. 23112

☎ (804) 744-8336

✉ tabeverly@verizon.net

Objective

Seeking a challenging and rewarding instructional leadership position within a dynamic organization.

Experience

2006-present:

State Division Liaison: Chesterfield County Schools Stafford County Schools, and Westmoreland County Schools:

- Assisted various school divisions' Central Office School Improvement Support Teams in developing Academic Improvement Plans that supported their schools identified as "School Improvement" Schools.
- Reviewed school divisions' Improvement plans (Indistar Plans) using the School Improvement office's rubric.
- Analyzed assessment data for the purpose of suggesting specific strategies that would address the needs of the schools that were identified as School Improvement schools.
- Monitored the development and implementation of the Divisions' improvement plan.
- Prepared and submitted monthly reports describing recommendations for assigned divisions and divisions' progress in accomplishing goals.

State External Facilitator: Richmond Public Schools

- Assist assigned Priority schools in developing Transitional Plans that will increase the student achievement and address the Annual measurement objectives (AMO) the placed the schools in the Priority School status.

Strategic Planning Consultant/Facilitator: Westmoreland County Schools

- Conducting Strategic Planning meetings that focus on the development of the goals and strategies that will be included in the plan.
- Developed the process/procedure for developing the division's 2012-2017 Strategic Plan.

School Improvement Consultant: Isle of Wight County Schools

- Assist the newly appointed Director of Elementary Instruction and Federal Programs in interpreting the Title I regulations, developing the Title I application and budget.
- Assist the Director of Elementary Instruction and Federal Program in developing a monitoring process and procedure to ensure effective implementation of the Title I program.

School Improvement Consultant: Capital Advisors & Consulting Services.

- Monitored the schools' Indistar/School Improvement Plans to ensure compliance with the State's Office of School Improvement requirements.

- Assisted the Senior Consultant of the Capital Advisors & Consulting Services in working with schools in developing their Indistar/School Improvement Plans.

School Improvement Consultant: Henrico County Schools and Richmond City Public Schools.

- Assisted school administrators in analyzing data to determine the schools' needs.
- Assisted the school administrators in developing a school improvement plan that will address the needs of the schools.
- Assisted the school administrators in monitoring and evaluating the schools' instructional programs.
- Assisted the administrators in assessing the students' academic needs and developing remedial plans to address those needs.

School Improvement Coach, Virginia Department of Education: Office of School Improvement

- Assisted various school divisions' Central Office School Improvement Support Teams in developing Academic Improvement Plans that supported their schools identified as "School Improvement" Schools.
- Reviewed school divisions' Improvement plans (Indistar Plans) using the School Improvement office's rubric.
- Analyzed assessment data for the purpose of suggesting specific strategies that would address the needs of the schools that were identified as School Improvement schools.
- Monitored the development and implementation of the Divisions' improvement plan.
- Prepared and submitted monthly reports describing recommendations for assigned divisions and divisions' progress in accomplishing goals.

Leadership Coach, Henrico County Public Schools: New Bridge Middle

- Assisted the administrator in the development and implementation of instructional goals.
- Assisted the administrator in the supervision of the instructional program.
- Assisted the administrator in implementing the State School Improvement requirements.
- Assisted the administrator in planning staff development strategies based on needs identified in the school improvement plan.

Acting Principal, Henrico County Public Schools: Mount Vernon Middle

- Assumed all responsibilities of the principal of an alternative school until an administrator was selected.
- Prepared and implemented instructional and staff development plans relative to the opening of school.
- Implemented and monitored instructional and administrative policies and procedures crucial to the overall operations of the school.

Partnership for Achieving Successful Schools (PASS) Coach, Virginia Department of Education, School Improvement Office

- Assisted principals in focusing on crucial aspects of instruction throughout the year.
- Assisted with identifying strategies for maximizing the use of instructional time.

- Assisted with the implementation and monitoring of the school improvement plan.
- Analyzed assessment data for the purpose of modifying instruction and assisted with the development of remediation plans.
- Suggested and helped to plan staff development strategies based on needs identified in the school's improvement plan.
- Prepared and submitted monthly reports describing recommendations for assigned schools and schools' progress in accomplishing goals.

Conditionally Accredited Schools Auditor

- Researched and analyze school data for assigned conditionally accredited schools.
- Reviewed and recommend changes to the school improvement efforts and reported the research findings/recommendations to the Office of School Improvement on a monthly basis.
- Attended conditionally accredited schools' Oversight Committee meetings.

Title I Advisor, Henrico County Public Schools: New Bridge Middle

- Assisted the administrator in the implementation of the Title I program.
- Assisted the administrator in the supervision of the instructional program.
- Coordinated the Parent Volunteer Program.
- Assisted the Title I Literacy Coach with the implementation of the Title I School Parent Advisory Council.

1996-2006: Federal Programs Specialist: Henrico County Public Schools

- Developed, implemented, monitored, and evaluated federal and state funded programs.
- Secured and wrote federal and/or state grants to provide additional funds for the local school division.
- Developed and managed budgets for Federal and State funded programs.
- Coordinated with other instructional programs & curriculum specialist to provide effective instructions for all students.
- Served as Read First grant reviewer for the Virginia State Department of Education.

1986-1996: Director of Elementary and Compensatory Programs: Petersburg Public Schools

- Developed, implemented, monitored and evaluated federal and state funded programs.
- Implemented and evaluated all instructional programs and curriculum in grades k-5.
- Organized and analyzed elementary data to assist in monitoring and evaluating various instructional programs.
- Planned and conducted various staff development sessions in effective instructional strategies in reading and math.
- Conducted workshops on Title I - No Child Left Behind regulations and the impact on schools.
- Conducted training on various Schoolwide School Improvement strategies.

- Conducted classroom observations to ascertain the instructional needs of staff and students.
- Assist school administrators in developing instructional and remedial plans.
- Assisted the Executive Director for Instruction in planning and developing curriculum program/guides.
- Served as a grant reviewer for the United States Department of Education Office.
-

1976-1986: Chapter I Coordinator: Chesterfield County Public Schools

- Supervised a remedial (reading & math) staff consisting of twelve teachers and twenty-four instructional assistants.
- Planned and coordinated in-service training for Title I staff and other elementary instructional staff.
- Developed, implemented, monitored and evaluated a Parent Involvement Program.
- Developed, implemented, monitored and evaluated the Title I program.
- Planned, developed, implemented, monitored and evaluated a Title I program.

1973-1976: Title I Teacher: Chesterfield County Public Schools

- Provided remedial reading and math instruction to a selected group of kindergarten – third grade students.
- Developed and implemented a parental involvement program.
- Worked as the assistant coordinator for the Title I Summer Program.

1968-1973: Teacher: Portsmouth Public Schools

- Ungraded (Primary Level) – Responsible for remedial instruction to students in an experimental “ungraded” classroom setting concentrating on both small group and individualized instruction.
- Second Grade –
 - Instructed second grade students in all subject areas using effective strategies that met their instructional needs successfully.
 - Served as the second grade chair for two years.
- Exceptional Education – Provided instruction to fifteen exceptional educational students at the elementary level.

Education

1967-1979 Masters of Education: Virginia Commonwealth University
Major Emphasis: Supervision-Elementary & Middle School Administration

1963-68 Bachelor of Science: Elementary Education: Norfolk State University

Professional Affiliations:

- Association for Supervision and Curriculum Development
- International Reading Association
- National Association of Federal Education Programs Administrators
- National Staff Development Council

BRAD LEE BURDETTE

6373 Haleford Drive ♦ Powhatan, Virginia 23139 ♦ (804) 492-5120 ♦ justice7spc@gmail.com

QUALIFICATION SUMMARY

A Bachelor of Arts in Criminal Justice Science with a minor in Sociology complimented by a semester of course work towards a Masters of Social Work from Virginia Commonwealth University. 10 years of managerial experience in human services as well as the education, which are highlighted by the proven ability to lead and inspire. A life long learner committed to creating a safe and nurturing environment, a culture of growth and motivation, client centered services led by innovative data practices, an open dialog between the agency and community, the implementation of service practices which directly involve the “whole” person, as well as the ability to correlate programs which include state and federal specified guidelines.

PROFESSIONAL EXPERIENCE

APPOMATTOX COUNTY DEPARTMENT OF SOCIAL SERVICES

July 2012 – PRESENT

Director

- ♦ Lead and manage a Human Services Organization
- ♦ Perform complex executive level administration and program implementation
- ♦ Ensure appropriate administration and program compliance for several state supervised, locally administered programs
- ♦ Prepare and manage a local budget with multiple funding streams
- ♦ Personnel related activities (interviewing, hiring, performance reviews, discipline)
- ♦ Conducting professional Staff Development
- ♦ Presentations and workshops for local community partners, stakeholders and governing boards and commissions
- ♦ Establishing, fostering and maintaining community connections
- ♦ Interpret, apply and implement federal, state and local policy and procedures

CAPITAL ADVISORS AND CONSULTING SERVICES

2010 – PRESENT

Consultant

- ♦ Work effectively with a professional team of consultants
- ♦ Provide methods, and strategies on working with economically disadvantaged youth and families
- ♦ Provide technical assistance and IT services

POWHATAN COUNTY DEPARTMENT OF SOCIAL SERVICES

July 2001 – July 2012

Service Programs Manager

July 2006 – Present

- ♦ Direct leadership and management of service staff
- ♦ Program management for several complex service programs (FC, AD, AS, APS, FS, CC, CPS, VIEW, Court Ordered Services)
- ♦ Managing a local budget with multiple funding streams
- ♦ Personnel related activities (interviewing, hiring, performance reviews, discipline)
- ♦ Conducting professional Staff Development
- ♦ Presentations and workshops for local community partners and clients
- ♦ Establishing, fostering and maintaining community connections
- ♦ Knowledge and ability to operate multiple state computer systems
- ♦ Accurate knowledge of federal, state and local policy and procedures

Social Worker/Senior Social Worker

July 2001 – 2006

- ♦ Creating an environment where clients can progress with help and support
- ♦ Provide supervision, direction and motivation for staff
- ♦ Maintain accurate case records and documentation
- ♦ Preparing and reviewing court reports and home studies

ROANOKE CITY DEPARTMENT OF SOCIAL SERVICES

July 1999 – Oct 2000

Foster Care Social Worker

- ◆ Case Management Services for foster care youth and families
- ◆ Detailed Court Reports
- ◆ Permanency, reunification and independent living services to youth and families.
- ◆ Accurate documentation and data entry into state systems

EDUCATION

SAINT PAUL'S COLLEGE

August 1995 – May 1999

Bachelor of Arts Degree, Criminal Justice, with a minor in Sociology,

AWARDS

Central Virginia Public Provider of the year

CURRICULUM VITAE

EDUCATION

- University of Maryland, College Park** **June 2007**
Ph.D.
Curriculum and Instruction, Teacher Education and Professional Development, Cognate:
Reading
College Park, Maryland
- June 2007, Grade Point**
Average- 3.88
- Trinity College** **April 2002, Grade Point**
Average-3.90
Accelerated Certification, Elementary Education K-6
Washington, District of Columbia
- Howard University** **May 2001, Grade Point**
Average- 3.50 *Master of Education, Administration and Supervision*
Washington, District of Columbia
- Virginia State University** **May 1998 Grade Point**
Average- 3.00
Bachelor of Arts, Sociology Concentration: Social Work
Petersburg, Virginia

PROFESSIONAL EXPERIENCE

- OverAchieve Consulting** **December**
2010- Present
Chief Learning Officer
Director of Professional Learning
- Design and provide customized professional learning development sessions for practitioners,
principals and other instructional leaders.
 - Design on-line extended learning opportunities for educators
 - Write and create professional learning lessons using a cadre of on-line resources and other
electronic resources
- Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

- Utilize nation-wide standards of learning to ensure compliance and effectiveness
- Communicate in person and through written correspondence with superintendents, principals, board members and stakeholders to share outcomes, progress, and trajectory recommendations

**Teachscape
2007 - Present**

December

Education Consultant
Instruction, Leadership and School Turn-Around

- Design and provide customized professional learning development sessions for practitioners,
principals and other instructional leaders.
- Design on-line extended learning opportunities for educators
- Write and create professional learning lessons using a cadre of on-line resources and other
electronic resources
- Utilize nation-wide standards of learning to ensure compliance and effectiveness
- Communicate in person and through written correspondence with superintendents, principals, board members and stakeholders to share outcomes, progress, and trajectory recommendations

**University of the District of Columbia
- Present**

August 2007

Assistant Professor
Elementary Education

- Teach Human Growth and Behavior, Classroom Management, and Reading Methods.
- Instruct undergraduate level course to pre-service educators.
- Devise course curriculum, syllabus, outline and requirements for all students.
- Provide students with mock and demonstration lessons.
- Confer with all students and supervising teachers as necessary.
- Conduct related field experiences and classroom observations.
- Submit final grades with comments and point scale.
- Assist lead researcher with transcription of data.
- Analyze and code findings.
- Conduct relevant research as needed.

**University of Maryland
June 2007**

August 2003 -

Adjunct Professor / Teaching Assistant / Research Assistant

- Teach Introduction to Teaching, Social Studies Methods, and Reading Methods.
- Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

- Instruct undergraduate level course to pre-service educators.
- Devise course curriculum, syllabus, outline and requirements for all students.
- Provide students with mock and demonstration lessons.
- Confer with all students and supervising teachers as necessary.
- Conduct related field experiences and classroom observations.
- Submit final grades with comments and point scale.
- Assist lead researcher with transcription of data.
- Analyze and code findings.
- Conduct relevant research as needed.

Columbia Heights Youth Club

June

1998 - Present *Consultant, Deputy Director*

Washington, District of Columbia

- Develop and implement summer and fall enrichment programs for youth age 5-18.
- Create standards of programs to include meaningful instruction in core subject areas, reinforced
with culminating field experiences.
- Recruit, train, and supervise all personnel.
- Maintain a multi dimensional program that includes, education, photography, recreation, culinary, theatrical, and martial arts.
- Manage a \$130,000.00 quarterly budget.
- Schedule and facilitate field experiences.
- Conduct final program evaluations.
- Secure funding to finance and maintain programs.

Nia Community Public Charter School

April 2006 -

October 2006

Founding Principal

- Implement the mission and vision of academic excellence for the school community.
- Recruit, interview, select, develop, and retain the best and brightest faculty.
- Work with the leadership team (Executive Director, Business Manager, and Board of Trustees) to
guide school through startup and academic issues.
- Implement the support structures necessary to achieve the mission.
- Active, on-the-floor, in-the-classroom instructional leader providing daily coaching and feedback to
faculty.
- Actively model, monitor, and evaluate classroom instruction to ensure all students are learning to
the highest levels
- Develop, assess, and monitor implementation of a standards-based curriculum.
- Assist lead researcher with transcription of data.

- Implement a comprehensive assessment process. Analyze data and make instructional adjustments as needed.
- Create, lead, support, and evaluate a professional learning community that focuses on results and continuous improvement.
- Manage, organize, and align fiscal resources to create an effective, nurturing, learning environment within the school budget.
- Model impeccable character, conduct, and expectations for all school faculty, families, and students
- Work closely with the Executive Director and administrative staff in the development and support of an extraordinary educational program.
- Provide on- site staff supervision, including the observation and evaluation of staff.
- Complete quarterly and annual reports as required

American University
May 2005

September 2003 –

Adjunct Faculty / Teacher Supervisor

- Monitor the professional development of unlicensed provisional classroom teachers.
- Perform site based observations.
- Conduct demonstration and mock instructional lessons as requested.
- Supply feedback after each observation.
- Act as a liaison between the university and provisional teacher.
- Teach Language Arts Methods for Elementary educators to undergraduate education students.

Prince George's County Public Schools
– August 2003

August 2002

Classroom Instructor
Rosaryville Elementary School
Upper Marlboro, Maryland

- Instructed fourth grade students in a multitude of disciplines including, but not limited to Math, Reading, Language Arts, Science, Health and Social Studies.
- Developed and implemented a curriculum that taught eighteen character building values.
- Fostered educational and social growth through the implementation of comprehensive lesson plans based on national standards.
- Designed meaningful lesson plans that incorporated a broad use of technology.
- Devised individualized lesson plans for all students.
- Corresponded with parents weekly.

Michigan Department of Education
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- Conducted staff development sessions as necessary.
- Assisted colleagues with devising and implementing flexible grouping schedules.

Trinity College

July 2002

Adjunct Professor

Washington, District of Columbia

- Taught "Reading and Writing A Whole Language Approach"
- Instructed Graduate Level course to educators from various jurisdictions.
- Devised a course curriculum, syllabus, outline and requirements for all students.
- Provided students with mock and demonstration lessons.
- Conferred with all students as necessary.
- Conducted related field experiences and classroom observations.
- Submitted final grades with comments and point scale.

Robert F. Kennedy Memorial

August 1999

- August 2001

Consultant Trainer/Facilitator

Washington, District of Columbia

- Trained a diverse group of Washington, DC RFK Fellows ranging in age from 18 to 65 years.
- Facilitated weekly training topics including, but not limited to; substance abuse, early childhood/elementary education, effective measures in tutoring, and program development.
- Acted as a liaison between RFK Fellows and the National Program Director.
- Created and implemented program curriculum.
- Created annual syllabus outlining requirements and expectations.
- Provided weekly feedback to each RFK Fellow.

Friendship - Edison Public Charter School

August

2001 - June 2002

Lead Teacher, Learning Environment Specialist, Trainer

Washington, District of Columbia

- Managed organizationally a four teacher team
- Facilitated and organized professional development sessions.
- Directed the implementation of a new curriculum.
- Implemented school and district policies and procedures.
- Developed team strategies for building a comprehensive learning environment.
- Observed and evaluated teachers.
- Reviewed unit and daily lesson plans.
- Monitored academic progress of all students.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

- Supervised and mentored resident teachers.
- Served on leadership team.
- Provided instruction to second grade students in core subject areas.
- Developed and implemented standards based lesson plans.
- Integrated technology into daily classroom instruction.
- Conducted weekly conferences with parents.
- Earned “Major Achievements in Charters” Teacher of the Year Award 2002.

District of Columbia Public Schools
1998 – June 2001

August

Classroom Instructor
Adelaide Davis Elementary School
Washington, District of Columbia

- Instructed fourth grade students in a multitude of disciplines including, but not limited to, Math, Reading, Language Arts, Science, and Social Studies.
- Produced and implemented standards based lesson plans.
- Fostered educational and social growth.
- Created individualized lesson plans for all students.
- Served as grade level chairperson.
- Sponsored the Student Government Association.
- Acted as an after school tutorial instructor.

Robert E. Lee Elementary
1997 – May 1998

August

Student Teacher/ Assistant
Petersburg, Virginia

- Assisted several kindergarten instructors daily.
- Instructed lessons created by teachers.
- Created lesson plans based on student needs.
- Implemented an at home reading system.
- Proofread student grade reports.
- Facilitated games that promoted social and physical growth and development.

LICENSURES AND CERTIFICATIONS

District of Columbia Standard Professional Teaching License

Maryland State Advanced Professional Teaching Certificate

Maryland State Administrator I Certificate

Michigan Department of Education
 2010-11 Section 1003(g) School Improvement Grants
 Preferred External Educational Services Provider Application

RESEARCH AND SCHOLARLY ACTIVITIES

Dissertation: *Excellent Teachers of Literacy in Urban Schools: Finding space for high expectations and competition.*

Manuscripts

Turner, J.D. & Oliver O'Gilvie, H. Envisioning New Possibilities: *Effective Literacy Instruction for Urban Students in Upper-Elementary Classrooms*. IRA Book Chapter.

TEACHING, MENTORING, AND ADVISING

EDCI- 280: Introduction to Education: Diversity and Equity within Education Fall 2003, Spring 2004, Fall 2004, Winter 2005. Course enrolled 30 undergraduate students in the elementary education program. Development of conceptual understanding of the teaching-learning process. Seminar to coordinate on-and off-campus experiences. Two hours each week on campus with an arranged six hours each week in schools.

EDCI- 322A: Social Studies Methods for Elementary Schools, Spring 2004. Course enrolled 25 undergraduate students in the elementary education program.

EDCI- 362B: Reading Methods for Elementary Schools, Fall 2005, and Spring 2006. Course enrolled 26 undergraduate students in the elementary education program.

EDCI - 443 Literature for Children and Youth, Spring 2006. Course enrolled 20 undergraduate students in the elementary education program. Analysis of literary materials for children and youth. Timeless and ageless books, and outstanding examples of contemporary publishing. Evaluation of the contributions of individual authors, illustrators and children's book awards.

EDU-553: Teaching Language Arts in Elementary Education, Fall 2005. Course enrolled 23 undergraduate students in the elementary education program.

EDR-690: Reading and Writing: A Whole Language Approach, Summer 2002. Course enrolled 10 graduate students (in-service practitioners.)

Advised in-service practitioners, and four undergraduate elementary education majors.

Mentored countless numbers of young people 12-25.

INVITED RESEARCH TALKS & PRESENTATIONS

International Reading Association National Conference, Canada. May 2007. Strategies for instructing Accelerated Readers in Upper-Elementary School.

University of Maryland, College Park Graduate School, Reading. Presenter Spring 2006 and Fall 2006.

University of Maryland, College Park Graduate Symposium: Spring 2006 Presentation Respondent.

BOARD AFFILIATIONS

Eye 2 Eye With Youth Mentoring

Upper Marlboro, Maryland

PROFESSIONAL MEMBERSHIPS

Prince Georges County Education Committee

Committee Member

Computer Skills

Proficient with Microsoft Office Suite and Macintosh Apple Works Systems.

References

Furnished upon request

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.